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Boston College Bulletin Volume LVIII, Number 4, May, 1988

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings

ıngs.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

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gust, and September.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

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Boston College Bulletin

Undergraduate Catalog 1988–89

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The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Undergraduate Education

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for humanity, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experi-

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Psychological Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

Academic Resources

Audiovisual Facilities

University Audiovisual Services provides the academic program with a broad range of instructional media and materials support services. These include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording and editing, graphics production and photographic production. Several courses are taught in AV's television studio. Students make major use of modern post-production editing equipment for their TV projects.

The Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to its 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum requirements in foreign language, literature and music. The Language Laboratory Director and student lab assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

Computing Support, Service and Facilities

The O'Neill Computing Facility is available to anyone with a currently-validated BC identification card. There are approximately I50 workstations available, providing access to a wide variety of hardware, applications and peripherals. Macintosh microcomputers are the most prominent feature of the facility. Some of the Macintosh workstations are available as standalone computers and others may be used to communicate with the VAX cluster of super minicomputers. There are also VT-type workstations that provide access to the VAX cluster. When using either a VT-type terminal or a Macintosh with communication capability, a user may also utilize the IBM mainframe computers for batch processing. Additionally, there is a Tektronics 4105 graphics terminal. The Facility is staffed with professionals and students who provide assistance with all aspects of computing, and may also refer users to the Information Processing Support staff, located in the Gasson basement.

The applications available on the VAX cluster include word processing, programming, statistical analysis, graphics production and database management. In the microcomputing environment, a similar array of software is distributed for use in the facility. Output may be produced on a variety of printing devices that range from high speed line printers for draft output, to high density dot-matrix printers for high quality graphics and text output, to laser printing when publication quality is necessary. The VAX cluster may also be accessed via a remote terminal which is equipped with either a modem or an AIM unit (for on-campus remote access only). This access is provided 24 hours a day, 7 days a week.

The Fulton Computing Facility (Fulton 111) is also available to anyone with a currently-validated BC ID. This facility is equipped with 12 Macintosh microcomputers configured as standalone units and laser printing capabilities.

The Gasson Solution Center, located on the ground floor of Gasson, is a new addition to the set of computing facilities available to the Boston College community. The Solution Center will provide access to applications and workstations that approach the leading edge of technology.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed one million volumes, and approximately 10,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over ten million records from the Library of Congress and from more than 6,000 contributing institutions.

Boston College is also among the first schools in the country to offer an online public catalog of its collection through a Geac Library Information System. This computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may now browse the catalog using video display terminals in all the libraries. In addition, the libraries offer customized computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences.

Information on use of the libraries is contained in the Guide to the Boston College Libraries and other brochures available in the libraries.

The Thomas P. O'Neill, Jr. Library, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 800,000 book volumes, 7,000 active serials, I,000,000 microforms and 100,000 government documents, as well as a growing audio-visual collection, and an excellent collection of reference and bibliographic works.

The Resource Center, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as a reserve readings collection for courses taught on that campus and a music listening facility.

The School of Social Work Library, Mc-Guinn Hall, contains a collection of approximately 30,000 volumes, 350 periodical titles, and several thousand government documents, as well as social work theses and doctoral dissertations. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. Literature of psychiatry and the behavioral and social sciences is also represented.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 200,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Basically Anglo-American in character, the collection also contains growing numbers of international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW.

The Bapst Library is open from September through May each year in order to supplement the study space and collections of the O'Neill Library. Over 500 seats are available in four levels; the first floor is restricted to Boston College graduate students and contains a (non-circulating) collection of texts recommended by departmental faculty for graduate comprehensive examinations. The Thomas P. O'Neill, Jr. Office is located on the fourth floor. The office houses furnishings and memorabilia from Speaker O'Neill's Capitol Office—Washington. Visitors are welcome from 9:00 a.m. to 5:00 p.m. weekdays or by special arrangement.

The recently renovated Bapst Library also houses The Burns Library, an outstanding collection of 50,000 rare books, over 1,000 literary manuscripts, and several hundred thousand pieces of literary correspondence and other archives. Rare books of special note are included in Jesuitana (1543-1773), Biblical and Patristic Studies, Classical Studies, The Irish Collection, the N. M. Williams Ethnological Collection of Black Caribbeana and Africana, the Pastoral Library of the First Church of Christ, Salem, Mass. (1629-1829), Catholic Life and Liturgy (1925-1975), the History of Printing and Publishing, Rex Stout, Thomas Merton, and British Catholic Authors including Hilaire Belloc, Eric Gill, Graham Greene, David Jones, Peter Levi, Alice Meynell, Coventry Patmore, Edith Sitwell, Francis Thompson, and Evelyn Waugh. Manuscripts and correspondence of note include those of Belloc, Merton, Sitwell, Greene, Stout, Thompson, Levi, Frederick Copleston, S.J., Francis Sweeney, S.J., David Goldstein, John Boyle O'Reilly, Patrick Collins, and Patrick Cahill. Archives of note include the Common Cause Society, The Boston Coordinating Committee on Desegregation (1975–1978), the Americans for Democratic Action, The Bookbuilders of Boston (1938-), The Eire Society of Boston, Anansi Folktales of West African Jamaicans, The London Tablet (1968–1980), The Coordinating Committee on Copyright Revision, The Authors League of America, The Helen Landreth Archive on the 1rish Rebellion and The World War 11 Writers' Board.

The Geophysics Library, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theater, modular and apartment residences, and recreational and parking facilities.

The Newton campus is a 40-acre tract located one and one-half miles from the Chest-nut Hill campus. It also contains classrooms, dormitories, athletic areas and student service facilities

Policy of Non-Discrimination

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, veteran status or handicap. Boston College has designated the Director of Affirmative Action to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty and all employees are welcome to raise any questions regarding violation of this policy with Richard Jefferson, Esq., Director of Affirmative Action, McGuinn Hall, Room 405, Extension 3337. 1n addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Confidentiality of Student Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term and home address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will release student telephone numbers and verify only all other directory information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information. These forms are on file in the Registrar's Office and should be filled out at the beginning of each semester for which they are to be enforced.

Tuition and Fees

First semester tuition and fees are due by August 15, 1988.

Tuition first semester \$5,380.00 Second semester tuition and fees are due by December 15, 1988.

Tuition second semester—\$5,380.00

A \$100.00 late payment fee will be assessed on any account which is not paid by the due dates listed above. There will be absolutely no registration or confirmation of registration allowed after November 10, 1988 for first semester and April 14, 1989 for second semester.

Payment should be made by check or postal money order and mailed to the Controller's Office. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

Undergraduate General Fees

Application Fee (not refundable) Acceptance Deposit. Applicable to the last semester tuition. If a student does not enter in the year for which the fee is paid or does not formally withdraw before July 1 for first semester, or December 1 for second semester, the fee is forfeited. This deposit is not refundable to any student who has not completed at least one semester. 200.00 Health Fee 182.0012.00 **Identification Card** Late Confirmation of Registration 50.00 100.00 Late Payment Fee 95.00 Recreation Fee—payable annually Registration for new students (not 40.00 refundable) 10,760.00 Tuition—payable semi-annually

Undergraduate Special Fees

Undergraduate Special Fees	•
Certificates, Transcripts	2.00
Extra Course—per semester hour	
credit	360.00
Graduation Fee	
Laboratory Fee—per semester	15.00-
· ·	130.00
Nursing Malpractice Fee	25.00
NCLEX Assessment Test	35.00
Exemption Examination	30.00-
·	60.00
Readmission Fee	40.00
Special Students—per semester	
hour credit	360.00
Student Activity Fee	39.00

Resident Student Expenses

Board per semester	1190.00
Room Fee (includes Mail Service)	
per semester varies from	
\$1385.00–1845.00 depending on	
room	varies
Room Guarantee Deposit	200.00
Health Fee	182.00

Check Cashing

Students with a Boston College 1D may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday-Friday, 9:00 a.m.-3:45 p.m. There is a 50¢ service charge. Returned checks may be fined in the following manner: First three checks returned \$15.00 per check 25.00 per check All subsequent checks Any check in excess of \$2000.00 50.00 per check Check cashing privileges are revoked after the

Acceleration

third returned check.

Full-time undergraduate students authorized by the Dean's Office to take accelerated programs leading to an early graduation will be billed by Student Accounts for extra courses taken during a regular semester at the rate of \$360 per credit taken. This will be in addition to the flat rate tuition charge covering a normal load (four courses per semester as a senior; five courses per semester prior to senior year). No additional fee will be assessed for extra courses taken for enrichment purposes only, and not to accelerate a degree program. However, when a student who has taken extra courses for enrichment later wishes to use those courses for acceleration, a fee will be assessed based on the tuition rate that was in effect when the courses were taken. Whenever a student has been given approval to take Boston College summer courses for acceleration, he/she will pay the regular Summer Session tuition for those courses.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Withdrawals and Refunds

Fees are not refundable.

Undergraduate tuition is cancelled subject to the following conditions:

1. Notice of withdrawal must be made in writing to:

University Registrar Boston College Lyons 101

Chestnut Hill, Massachusetts 02167

2. The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.

3. The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary

Students withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

80% of tuition charged by Sept. 16, 1988 is cancelled

by Sept. 23, 1988	60% of tuition charged is cancelled
by Sept. 30, 1988	40% of tuition charged is cancelled
by Oct. 7, 1988	20% of tuition charged is cancelled
Second Semester	
by Jan. 27, 1989	80% of tuition charged is cancelled
by Jan. 27, 1989 by Feb. 3, 1989	O
, 0	is cancelled 60% of tuition charged

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request in writing that the Student Account Office issue a rebate.

is cancelled.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the National Direct Student Loan, the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Guaranteed Student Loan programs. In such cases, the regulations require that a portion of any refund be returned to the Title 1V Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title 1V funds, made directly to the student by the institution for noninstructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

Admissions Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admissions looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167.

Admission From Secondary School

Although secondary school preparation varies, the recommended units are:

English	4
Foreign Language	3
Algebra	2
Plane Geometry	1
Lab Science	2

Applicants to the School of Nursing must complete at least two years of a lab science, including a unit of Chemistry. Also, it is strongly recommended that applicants to the School of Management complete a fourth year of mathe-

Entrance Examination

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

Scholastic Aptitude Test (SAT) Achievement

- 1. English;
- 2. Mathematics Level 1 or 11; and,
- 3. Third Test of the applicant's own choice

The SAT may be taken in either the Junior or the Senior year. The Committee on Admissions will select the best combination of test scores when evaluating an application. The American College Test (ACT) is acceptable in place of the SAT.

Application Procedures

Students applying to Boston College should submit the Preliminary Application (available in the Admissions Viewbook or Bulletin) by January 8 and the Secondary Application by January 22. When the student's completed Preliminary Application is submitted with the \$45 application fee, the Admissions Office will mail the Secondary Application to the student. Candidates are notified of action taken on their applications between April 1 and April

Superior students who are seriously considering Boston College may want to apply through the Early Notification Program. This would necessitate submitting the Preliminary Application by November 1 and the Secondary Application by November 15. Candidates will learn of the Admissions Committee decision by December 15, but they will have the same deadline (May 1) as the other candidates to reserve their places.

Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition transfer applicants must submit complete official transcripts of all courses taken in all semesters at other colleges or universities. A statement of honorable separation from such institutions should be included.

Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College.

Admissions-in-transfer are granted for the fall term beginning in September and for the spring term beginning in January .

The residency and tuition requirements for transfer students will be determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy.

Transfer students are required to complete a minimum of two years' work (the equivalent of 18 courses or 54 semester credit hours) at Boston College in order to qualify for an undergraduate degree from the University.

Transfer students admitted to sophomore

status or above may not accelerate the academic program for completion of degree requirements assigned by the Admissions Office at the time of their acceptance to Boston College. However, transfer students may, with prior approval, carry overload courses to make up deficiencies or to complete the number of courses appropriate to their assigned status.

Please consult the Undergraduate Admissions Bulletin for information on application deadlines, financial aid, and specific restrictions on the transfer of credit to particular undergraduate divisions. Candidates who are accepted will at the same time be notified of the terms of admission and credits to be allowed in transfer.

Special Students

Only those persons who wish to be enrolled as full-time day students and candidates for the baccalaureate program for registered nurses are admitted by the Office of Undergraduate Admissions. Students in the baccalaureate program for registered nurses are encouraged to enroll full-time, but part-time study for individual semesters may be arranged by permission of the Dean of the School of Nursing. All other students wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the Evening College, Fulton Hall, Room 314, Boston College, Chestnut Hill, MA 02167.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of C or better. Official college transcripts of these courses should be forwarded to the Admissions Office by August 1.

Should a student earn 18 or more credits, whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods, he/she will be eligible for advanced standing. Should fewer than 18 credits be earned, the student may still be excused from Core requirements; however, electives must be substituted for these Core courses. Thirty-eight courses will still be required for graduation from Boston College.

Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are required to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made

after the receipt of the final grades in the junior year.

Minority Admissions Information

Boston College welcomes and encourages applications from students of all backgrounds and cultures. Although the entire Admissions Staff is charged with the task of recruiting culturally and ethnically diverse students for Boston College, a select group of admissions professionals evaluate the applications from Black, Asian, Hispanic and Native American students, reviewing these applications in light of the applicant's cultural and educational background. Each year, a small group of minority students is invited to attend Boston College through the Options Through Education Transitional Summer Program. This program is designed to assist those students who may have some educational disadvantages, but do demonstrate academic potential and motiva-

International Student Admissions

Boston College welcomes the International applicant. The International Student Admissions Program is responsible for the recruitment, processing and evaluation of all international applications. Students are expected to submit the same credentials (transcripts, recommendations, SAT's, etc.) as American applicants. Any international student whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) exam. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation.

Financial Aid

Boston College offers a variety of assistance programs to help students finance their education. A student wishing financial assistance must complete and file the following documents:

- 1. The Boston College Financial Aid Application
- 2. The Financial Aid Form (FAF)
- 3. A signed copy of student's and parents' most recent Federal Tax Return

The above forms generally become available in the Financial Aid Office (Lyons 210) each December for the following academic year. All students who receive financial assistance from or through Boston College are required to file a complete financial aid application each year.

Most forms of assistance at Boston College, whether institutional, federal or state, are awarded on the basis of financial need (possible combined with academic performance or some other special skill). Need is defined as the difference between the total expenses of attending Boston College and the calculated ability of the family to contribute towards those expenses. Students with the greatest financial need are given preference for most financial aid programs, and, thus, tend to receive larger financial aid awards.

The University's estimate of a student's financial need is based on an analysis of the information supplied on the Financial Aid Form, the Boston College Financial Aid Application and the tax returns. A financial aid award or package will combine funds from various sources of assistance. These sources can in-

clude either institutional, federal or state funds and can be in the form of grant, loan or work. All students applying for financial aid are expected to make application to their own state scholarship program (residents of Massachusetts, New Hampshire, Connecticut, Rhode Island, Vermont, Pennsylvania, Maine, Washington D.C., and Maryland) as well as to the Federal Pell grant program. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a \$2500 Guaranteed Student Loan each year. Students are also expected to work on a limited basis (10–20 hours per week) during the academic year. Additionally, it is assumed that each student will work during the summer months and save \$1000 to use towards college expenses.

All financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Therefore, total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report these awards to the Financial Aid Office and the University may be required to adjust the aid it is offering. But it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first, to reduce unmet financial need and second, to reduce the self-help component (loan or work) of a financial aid award.

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. A student receiving renewable Boston College Scholarship or Grant funds must maintain a cumulative average of 3.0 and 2.5, respectively, in order to keep the award. Academic performace is reviewed at the end of each semester to determine renewal eligibility. Also, students receiving a Perkins Loan and/or a Nursing Student Loan is expected to accept responsibility for the promissory note and all other agreements that they are expected to sign. Students must comply with all College Work-Study dates and deadlines. A student's work-study award will be cancelled if he or she has failed to secure a job and to return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, Evening) has not changed. Any change in the student's status must be reported to the Financial Aid Office as it can affect the financial aid award. In addition, all financial aid applicants must be maintaining satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish

financial aid.

Students participating in the Junior Year
Abroad Program (JYA) are encouraged to
check with their financial aid counselor as this
program may affect receipt of Boston College

Scholarship or Grant funds.

Specific information on the various programs, conditions, and procedures, and the various financial aid deadline dates, can be found in the Boston College Student Guide, the Boston College Financial Aid Application, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Booklet. Students are expected to be familiar with the contents of these sources as well as all other materials or documents which may be distributed by the Boston College Financial Aid Office

Financial aid recipients have the right to appeal their financial aid award. Before making an appeal, however, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor. Students who have lost Boston College Scholarship or Grant funds due to failure to maintain the required cumulative average have the right to appeal that decision. The student may appeal to request additional aid to meet any unmet need created by the loss of a renewable award; or to appeal the actual withdrawal of the guarantee on an award by presenting any extenuating circumstances that may have affected his or her past academic performance.

When applying for financial aid, the student has the right to ask:

—what the cost of attending is, and what the policies are on refunds to students who drop out.

—what financial assistance is available, including information on all Federal, State, local, private, and institutional financial aid programs.

—what the procedures and deadlines are for submitting applications for each available financial aid program.

—what criteria the institution uses to select financial aid recipients.

—how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.

—how much of the student's financial need, as determined by the institution, has been met

Students also have the right to request an *explanation* of each type of aid, and the amount of each, in their financial aid award package. Students receiving *loans* have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must commence, and any cancellation and deferment provisions that apply. Students offered a *Work-Study* job have the right to know what kind of

job it is, what hours are expected, what the du-

ties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

—pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.

—provide all additional documentation, verification, corrections, and/or information requested by either the Financial Aid Office or the agency to which the application

was submitted.

—read and understand all forms he or she is asked to sign, and keep copies of them.

—perform in a satisfactory manner the work that is agreed upon in accepting a College Work-Study job.

—know and comply with the deadlines for applications or reapplications for financial aid.

—know and comply with the College's refund procedures.

Student Services

AHANA Student Programs

(Afro-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an educational disadvantage. Among the services offered by this office are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists various AHANA student organizations in developing and implementing cultural programs.

Options Through Education Program:
Sponsored by the Office of AHANA Student
Programs, this six-week summer residential
program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admissions Office as being at an educational and
economic disadvantage, with the skills necessary to successfully negotiate Boston College's
curriculum. At the core of the program's curriculum is a focus on imparting skills in two
critical areas: English and Mathematics. In addition to a focus on academics, the program
seeks to introduce its students to the diverse
resources available at Boston College and in
the greater Boston community.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

Career Center

Career planning can begin as early as freshman or sophomore year, allowing for ample time during one's college years to research and explore career fields which encompass one's interests, values, and skills.

The Career Center provides workshops, individual counseling and informational resources on all aspects of career decision-making, and, for those seeking summer jobs or full-time employment, assistance with the techniques involved in job-hunting.

The workshop Career/Life Planning is especially valuable in providing a focus for career exploration. From this workshop, students move into active use of the Center's wealth of occupational information. The Center's Career Resource Library contains books, files, and videotapes on career fields, graduate schools, specific employers, and job-hunting techniques. DISCOVER, an easy-to-use computerized career guidance system, provides interest and skill assessment, as well as descriptive information about more than 400 careers. The Alumni Career Network consists of 1,000 alumni volunteers who host students at their workplaces and discuss the realities of their career fields.

The Boston College Internship Program provides a clearinghouse of career-related internships enabling students to integrate coursework with practical field experience.

For the job-hunting student, the Center provides group and individual advising in resume-writing, interviewing, and job-hunting techniques; an on-campus recruiting program; current job listings; and a credentials service.

There's something for everyone, freshmen through graduate students and alumni, from every school and major, at the Career Center. Visit the office at 38 Commonwealth Avenue and pick up the Center's monthly publications.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, ext. 3475.

Counseling and Mental Health Services

The Counseling Services (three units), located on the main campus, provides assistance to full-time students in matters pertaining to personal adjustment, vocational decisions and mental health problems. Provisions for short-term individual counseling and psychotherapy are included among the services. The Counseling Services also provides a limited number of counseling groups each year. Students desiring to consult a counselor may request an appointment at any one of the Counseling Offices on campus (Gasson 108; Fulton 201; Campion 301).

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric facility affiliated with Boston College. Students may request a referral from any of the campus Counseling Offices, the Health Services Clinic, or may contact the College Mental Health Center directly for an appointment at 262–3315.

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, judicial affairs, off-campus and commuting student affairs, international student services, and orientation. The Dean and assistants are also responsibile for coordinating policies and procedures concerning student conduct and discipline, the judicial process, and the Administrator-On-Call program.

Dining Facilities

The University offers service in five dining area locations for resident students with a complete and nutritionally-balanced menu: Mc-Elroy Commons, Eagles Nest and Lyons Hall on Middle Campus, Stuart Hall at Newton, and Walsh Hall on Lower Campus. In addition, students may use their Meal Plan in all the a la carte cash-type facilities also available to non-board students. Additional plans may be purchased at a reduced price beyond the Base Plan, if required, by any student. Optional Plans are also available to nonboard students. The cost of the Base Plan for the year 1988–1989 is \$1190.00 per semester.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton, Walsh Hall, and 66 Commonwealth Ave. and Greycliff dormitories. The Board Plan Office, 552-3533 or Ext. 3533 will provide information on request which may be very helpful to those who do not understand the Meal Plan. A Dietician is available to those students with special dietary needs or restrictions by calling

552–3178 or Ext. 3178.

Health Services

The primary goal of the University Health Services is to provide confidential medical/ nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Boston College requires that all undergraduate resident students be enrolled with the University Health Services. A mandatory Health/ Infirmary fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee may request a waiver from University Health Services Office in Cushing Hall during the first two weeks in September. All students may have access to the facilities for first aid or in the case of an emer-

The Health/Infirmary fee is specifically for medical care provided on campus by University Health Services and is not to be confused with medical insurance. The University strongly recommends that all students be covered by an Accident & Sickness Insurance Policy so that complete protection may be assured in case of hospitalization or other costly outside medical services.

An informational brochure entitled *Health* Services Student Guide is available at University Health Services Office, Cushing Hall, Room 119. Insurance information can also be obtained there.

Immunization: Massachusetts State Law requires all entering college students under the age of 30 to show evidence of satisfactory immunization against measles, mumps, rubella, tetanus and diphtheria. Students who fail to provide evidence of immunization may be prevented from attending classes.

Residence Accommodations

Boston College offers several different types of undergraduate student housing in three different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

Lower Campus

Edmond's Hall Apartment Complex The ninestory Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 795 male and female students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished, apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.

Hillside-Rubenstein Apartment Complex This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes two or three bedrooms, two baths, living room, dining area and kitchen. This area houses males and females, four or six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

Commonwealth Avenue Residence Hall These apartment-style residence halls will open in September, 1988. Each two-bedroom apartment has a full kitchen, dining, and living room plus a full bath. 384 upperclassmen will reside in these fully-furnished units. The building will also provide students with access to a variety of lounges equipped for study, athletic and social uses. Subscription to the University Meal Plan is optional.

Modular Apartment Complex The Modular Complex or village consists of 86 duplex townhouse apartments. Completed in the spring of 1971, each air-conditioned, and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses both male and female students, six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

Michael P. Walsh Residence Hall This suitestyle residence hall completed in the fall of 1980, consists of four and eight person suites housing approximately 799 male and female students. Each eight person suite has a furnished lounge area and includes a sink and counter space. Each floor of the residence hall has a separate lounge and study area. The facility also includes a 650 seat dining hall, a television lounge, a laundry room, typing rooms, and a game and recreation area. These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

Sixty-Six Commonwealth Avenue is the University's newly acquired residence hall. Located on the Lower Campus, this upperclassman facility houses 144 students in predominantly single accomodations. Each room is fully furnished

and additional lounge areas are provided on every floor. The building also has a chapel where weekly masses are conducted. Subscription to the University Meal Plan is mandatory.

Upper Campus Residence Halls

These are standard residence halls with double and triple student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, desk lamp, wastebasket and either shades or drapes. These twelve buildings house approximately 150 students each, normally freshmen and sophomores. All Upper Campus residents are required to subscribe to the University Meal Plan.

Newton Campus Residence Halls

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. Daily free bus service is provided to the Chestnut Hill campus, which is located one and one-half miles from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs which make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a dining room and cafeteria are located on the campus.

Special Interest Housing

The University also offers two special interest houses for students. Shaw House on the Upper Campus houses 19 undergraduates in the Honors Program. Special educational programs are sponsored by the House during the year. Greycliff Hall at 2051 Commonwealth Avenue houses 40 undergraduate students interested in the Romance Languages of French and Spanish. A full-time faculty member lives in the facility with the students and moderates the three credit conversation course offered to the residents.

Off-Campus Housing

The University provides no residence facilities for graduate or married students. It does, however, operate an off-campus Housing Information Office in Rubenstein Hall for the convenience of those seeking referrals for offcampus housing. The office maintains updated listings of apartments and rooms available for rental in areas surrounding the campus. Interested students should visit the office Monday through Friday, 10:00 a.m. to 4:00 p.m. No listings are available by mail.

In addition to the stated facilities, the University may lease additional facilities on a temporary basis if faced with a housing shortage in accommodating new students.

Academic Regulations

Note: In addition to being familiar with the Academic Regulations and degree requirements in this University section of the Bulletin, students are expected to know the Academic Regulations and degree requirements of their own college printed on subsequent pages. Students should not rely on oral representations regarding academic regulations or degree requirements. Any questions regarding degree requirements should be referred directly to the Office of the University Registrar.

University Degree Requirements

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5, with the exception of the College of Arts and Sciences, which requires a minimum average of 1.667) of at least 38 three-credit courses, or their equivalent, distributed over eight semesters of full-time academic work. In the summer, the University Registrar sends each undergraduate degree candidate an evaluation of remaining degree requirements. Core and major requirements stated in the Bulletin may, in exceptional circumstances, be waived or substituted by the student's Dean or major department. Such exceptions must be communicated in writing to the Office of the University Registrar. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

University Core Requirements

The minimum liberal education Core requirements to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following:

2 in English

2 in European History

2 in either Natural Sciences or Mathematics 2 in Social Sciences (Sociology, Political Sci-

ence, Economics, Psychology and approved courses in the professional schools)

2 in Philosophy

2 in Theology

For specific Core requirements in the individual schools in the University, students should consult the appropriate sections of this Bulletin.

Grading Scale

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

A student who has not completed the research or written work for a course taken in the fall or spring semester or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such "Î" grades will automatically be changed to "F" after six weeks in the semester following the semester in which the course was taken.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	В —	2.67	D+	1.33
A –	3.67	C+	2.33	D .	1.00
B+	3.33	C	2.00	D –	.67
В	3.00	C –	1.67	F	.00

A student's cumulative average is comprised of courses taken at Boston College, and does not include courses accepted in transfer. Information about a course failed remains on the student's record and 0.0 is still computed into averages even if the course is repeated with a passing grade; the later grade is also computed into averages.

Grades will be mailed by the University Reg-

istrar's Office to each student shortly after the close of each semester.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

The Dean's List

The Dean's List recognizes the achievement of students semester by semester. The List classifies students in three groups according to semester averages: First Honors (3.700–4.000); Second Honors (3.500-3.699); Third Honors (3.300-3.499).

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades. Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude to the next 15%. These percentages are based on the student's eight-semester cumulative average.

Absence from a Semester Examination

Students will have to arrange for making up a semester examination which they have missed with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.

Student Absences for Religious Reasons

Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination,

study, or work requirement which may have been missed. However, such makeup examination or work shall not create an unreasonable burden upon the University.

Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. Transcript requests must be submitted in writing to:

Transcript Requests Office of the Registrar Lyons Hall 101 **Boston College** Chestnut Hill, MA 02167

Under normal conditions requests are processed within 72 hours of receipt. If rush service is required, a flat \$5.00 "rush fee" will be assessed in addition to the cost of each transcript (\$2.00 per copy).

Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit inter-

Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until late March to initiate this process; other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are:

College of Arts and Sciences Dean Green-Gasson 109 Dean McHugh—Gasson 104 School of Education

Dean Casey—Campion 104A School of Management Acting Dean Gips—Fulton 306

School of Nursing Dean Infante—Cushing 203

Withdrawal from a Course

Students who withdraw from a course after the first five class days of the semester but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form and complete an exit interview in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

12 Special Programs Boston College

Leave of Absence or Special Study Program

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form available in the University Registrar's Office. Students who take a leave of absence, subsequently decide to enroll at another college and then wish to reenter Boston College, must apply through Transfer Admissions.

To assure reenrollment for a particular semester following leave of absence or participation in a special study program, students must notify the University Registrar's Office and the Dean's Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there and at the Dean's Office of the school involved at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

Special Programs (Nondegree)

Cross Registration Program

Under a program of cross-registration, Sophomores, Juniors and Seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College or Tufts University if a similar course is not available at Boston College. A description of cross-registration procedures and the authorization form are available in the University Registrar's Office, Lyons 101.

Junior Year Abroad

The aim of the Junior Year Abroad is to enable students to become fluent in a foreign language and better understand a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must 1) have a 3.0 average in the major and approximately the same in general average; 2) have completed a significant number of courses in the major and have made substantial progress on Core requirements; 3) have the approval of the chairperson of the major department; and 4) have adequate proficiency in the language of the country in which he/she plans to study.

Students should begin the application process by contacting the Junior Year Abroad Office early in their sophomore year. Final approval will be given by the Deans on the basis of students' grades at the end of the sophomore year.

Irish Studies at University College

Irish Studies offers a junior year Irish Studies Program at University College, Cork which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Dalsimer and O'Neill of the English and History Departments.

The PULSE Program

PULSE affords the Boston College undergraduate an opportunity to combine community-based field work with the study of Philosophy or Theology. PULSE operates with the assumption that the community work provides an exciting point of departure for serious philosophical and theological reflection.

Through the combination of reflective, academic work and field experience, the program encourages the student to form critical perspectives on society, community and self. A student's experience—whether tutoring a Laotian refugee, advocating for an elderly person before a government agency or befriending an abused child—provokes some of the most basic philosophical and theological questions: "What does it mean to be a person? What constitutes justice for the poor and powerless? What does God call me to do?"

Opportunities for field experience are available in a variety of different neighborhoods and social service agencies. Included in the range of placements are crisis-counseling services, community action groups, residences for retarded citizens, adolescent homes and afterschool recreation programs. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. (PULSE also offers a limited number of students the chance to develop independent proj-

Supervision of student work includes on-site meetings with indigenous staff supplemented by bi-monthly meetings on campus with a student coordinator. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and constructive feedback.

Besides course work and supervision, PULSE sponsors films, slide shows, housing tours and workshops which are all designed to further enhance a student's experience. Some recent workshop topics have been Homelessness and Limit Setting.

Students may participate in PULSE during any of their undergraduate years at Boston College. They may participate in the same project over several semesters or move on to projects treating different problems. Although classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects without participation in a course. Credit, however, can only be made available to those students registered in PULSE courses.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

The Program for the Study of Faith, **Peace and Justice**

Developments in recent years have brought about growing concern and animated discussion among representatives of the great faith traditions concerning the present state of our world. The Program for the Study of Faith, Peace and Justice offers students at Boston College the opportunity to examine and intensify their faith commitments, and to explore the significance of these commitments for the task of bringing about just and peaceful solutions to national and international problems. The Program is intended to enable students to combine the skills and disciplines of their own major field of studies with the resources of other fields as they pertain to the intricate relationships between issues in faith, peace and

Student participation in the Program for the Study of Faith, Peace and Justice ordinarily follows a sequence of three stages: general introduction, structured exploration, and integrative synthesis. (1) The general introduction to the Program for the Study of Faith, Peace and Justice is provided by the course TH 160 "The Challenge of Justice." The course will examine a range of faith traditions and their positions regarding faith and justice issues. The course will raise questions for students to pursue in the succeeding stages of the Program. (2) Following the introductory course, each student will undertake a structured though flexible program of study designed to lead to a comprehensive understanding of the ways in which his or her major field contributes to the connections among faith, peace and justice. Four courses chosen by the student and his or her advisor are required. These may include courses in one's own major specifically designed to address faith, peace and justice issues, as well as recommended courses from other disciplines. (3) In their senior year, students in the Program for the Study of Faith, Peace and Justice will develop an in-depth project focusing on some problem and present it in an Integrating Seminar for discussion and criticism by other students and faculty in the Program.

In a world where increasing complexity makes knowledge of just and peaceful courses of action increasingly difficult, informed and critical judgments by men and women of faith become ever more urgent. Participation in the Program for the Study of Faith, Peace and Justice provides one way in which that need can be realized.

For further information please contact Fr. Julio Giulietti, S.J., Gasson 315, X3514.

Reserve Officer Training Programs

Army Reserve Officer Training Program

Boston College students may cross enroll in Army Reserve Officer Training at Northeastern University. Two and four year programs exist, and scholarships (all expenses except for room and board, with a \$100 per school

month stipend) are available for two or three years for qualified students. Most classes and some drills are held at Boston College. The Basic Course (freshmen and sophomores) involves about two hours per week with no service obligation, while the Advanced Course (juniors and seniors) results in a second lieutenant's commission and a military obligation. For further information, please contact Assistant Dean for Student Development Michael Ryan, X3470, or Captain James Page, Carney 25, X3230.

Navy Reserve Officer Training Program

Boston College students may cross enroll in Navy Reserve Officer Training at Boston University. Two and four year programs exist, and scholarships (all expenses except for room and board, with a \$100 per school month stipend) are available for two or four years for qualified students. All classes and drills are held at Boston University. Scholarship students incur a service obligation of four years' active duty, while non-scholarship juniors and seniors incur a three-year reserve duty obligation. For further information, please contact Assistant Dean for Student Development Michael Ryan, X3470, or the Department of Naval Sciences, Boston University, (617) 353-2535.

Course Numbers and Codes

The alphabetic prefix indicates the department or program offering the course. The number indicates the level of the course.

000–299	Courses for undergraduate registration
300–699	Courses for undergraduate and graduate registration. For Education courses, this range is 300–399
700–999 (F: 3) or	Courses for graduate registration
(S: 3)	A 3-credit course that will be offered either in the Fall or in the Spring.
(F, S: 3)	One course which will be offered in the Fall and in the Spring, but may be taken only once for 3 credits.
(F: 3–S: 3)	A two-semester course that can be taken both semesters for a total of 6 credits.

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College of Arts and Sciences

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field. All degree programs within the college follow the liberal arts tradition.

Each student takes fourteen courses from the Core curriculum. These courses introduce a student to the variety of ways of interpreting the world and lead to a greater understanding of the methodologies and content of the different disciplines.

Each student selects a major, which is a systematic concentration of courses that develops an understanding in depth of a single academic discipline or of an interdisciplinary topic. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College of Arts and Sciences. Students are subject to the major requirements as published for the year in which they entered Boston College.

The fields in which majors are available are: Art History, Biology, Biochemistry, Chemistry, Classical Civilization, Classics, Communication Studies, Computer Science, Economics, English, Environmental Geosciences, Geology, Geophysics, Germanic Studies, Greek, History, Latin, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Theater Arts, Studio Art, and Theology. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. In addition, students with a special interest in certain interdisciplinary fields may complete a minor in these areas.

Academic and Career Planning

Because of the great diversity of course offerings in the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major and in the selection of courses in the major, in the Core curriculum, and to fulfill electives. It is also advisable that students, particularly those with even a tentative interest in major fields (e.g. languages, sciences, mathematics or art) which are structured and involve sequences of courses, begin selection of their major and related courses at an early date. Students considering a career in medicine or dentistry should begin in the freshman year to fulfill the requirements for admission to professional schools in these areas.

In a college as diverse as Arts and Sciences, the choices of courses and areas of concentration are so numerous that a student should avoid a simple or haphazard arrangement of program. To ensure a coherent, well-developed program students must meet with their faculty advisor before pre-registration for each semester. They should also broadly consult with other faculty, students, the Deans, the Premedical and Pre-Law advisors, the Counseling Office, and the Career Center. Potential employers and professionals outside the University can also help ensure that all academic

options have been considered and that plans are properly laid for meeting post-graduate objectives.

It is not necessary, or even desirable, that a degree from the College of Arts and Sciences, by itself, provide all the training needed to perform a specific job. However, it should provide preparation for graduate study in the major field or a related field. It should also furnish sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by the professional schools or employers, the student might effectively prepare for any one of a wide variety of careers, perhaps for one not foreseen while the student is in college.

Academic Regulations

These Academic Regulations are effective from September of the academic year printed on the cover and binding of this Bulletin except where a different date is explicitly stated in a particular Regulation. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to the College, the Regulations in effect at the time of return apply.

Each student is expected to know the Academic Regulations presented below.

Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Within this requirement, all students must complete the 14 course Core curriculum and a major of at least 10 courses and must fulfill the language proficiency requirement. Thirty-two of the required 38 courses must be in Departments of the College of Arts and Sciences. The remaining 6 courses may be chosen from the offerings at the Boston College professional schools.

1.2 The following 14 courses comprise the Core curriculum and are required of all stu-

2 courses in English

2 courses in History (European History)

2 courses in Philosophy

2 courses in Theology

2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)

2 courses in Social Science (Economics, Political Science, Psychology, or Sociology)

and either:

2 courses in Mathematics

1 course each in Fine Arts and in Speech Communication & Theater

Identification of the courses which will satisfy the Core in each department can be determined by contacting the department and by reference to each semester's CoRSS Booklet.

1.3 All students in the College of Arts and Sciences must before graduation demonstrate proficiency at the Intermediate Level in a modern foreign language or in a classical language. Proficiency may be demonstrated by a satisfactory score on a standardized exam, by passing an exam administered by a Language Department, or by successful completion of

two semesters of course work at the intermediate level. Fulfillment of the proficiency requirement by examination does not confer course

1.4 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from any one department. Two of these may be taken at the introductory level, at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.5 It is possible for a student to major in two fields, but for each major all requirements must be satisfied, and no course may count towards more than one major or towards a major

and a minor.

Normal Program, Overloads, **Acceleration**

2.1 Freshmen, sophomores, and juniors are normally required to carry five courses per semester; seniors, four courses per semester. Students who fail to complete the normal semester course load by failure, or withdrawal from a course, or by underloading, incur a course deficiency(cies). Non-seniors who wish to take only four courses in a semester may do so, but should consult with one of the Deans. Students should make up deficiencies as soon as possible (see 5.4). Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.2 Tuition shall apply per semester as published even if a minimum full-time load or less

is carried.

2.3 All students wishing to enroll in a sixth course during a semester must receive a Dean's approval during the drop-add period. Approval will be given to the request of students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought. Students whose averages so defined are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by a Dean to enroll in a sixth course. Overload courses must be taken initially as audits and at the student's request are changed to credit at the time specified in the CoRSS Booklet and posted outside the Deans' Office. Students are not permitted to take a sixth course in their first semester at Boston College.

All students taking a sixth 3-credit course for acceleration will be charged at the prevail-

ing credit-hour rate.

2.4 The only courses which a student, after admission to Boston College, may apply towards an Arts and Sciences degree (whether for Core, major, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Deans of the College of Arts and Sciences are authorized to grant exceptions to the provisions of this regulation for the following situations:

- -official cross-registration programs;
- —the Junior Year Abroad Program;
- -official college exchange programs; -special study programs at an academic institution other than Boston College;
- -subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration.

For any of the above exceptions, students must obtain in advance written approval from a Dean of the College of Arts and Sciences.

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 103) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

- 1. Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by a Dean.
- 2. Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year.
- Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

Pass/Fail Electives

3.1 Non-freshmen are eligible to enroll in a course on a Pass/Fail basis. Approval must be obtained from an Arts and Sciences Dean during the registration or Drop/Add periods.

3.2 No student may take more than 6 Pass/Fail courses for credit towards a degree.

3.3 Courses taken to fulfill Core or major requirements and any language courses taken before the language proficiency requirement is fulfilled may not be taken on a Pass/Fail basis.

Fulfillment of Requirements by Equivalencies

- 4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:
- a. At any time before the senior year, a student may be exempted from taking courses in a Core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.
- b. Certain departments offer and identify fullyear courses whose second semester content builds upon the material covered in first semester. For this reason, a student who fails the first semester of such a course should seriously consider whether it is advisable to continue in the second semester. However, a student may, with the approval of a Dean, be allowed to continue in the course. A second semester grade of C+ or better will entitle the student to credit and a grade of Dfor the first semester of the course. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where this regulation applies is on file in the Dean's Office.

Academic Standards

5.1 It is expected that a student will pass five courses each semester for the first three years and four courses each semester senior year. Students who do not meet these expectations because of failure, withdrawal or underload will incur course deficiency(ies). In order to remain in the College a student must maintain a cumulative average of at least 1.5 for the first five semesters and have a cumulative average of 1.667 in order to begin senior year and to graduate.

5.2 A student who has incurred three or more deficiencies will be required to withdraw from the College at the end of the semester in which the student has incurred the third deficiency. A student whose cumulative average falls below 2.0 or who incurs two deficiencies is automatically on academic warning. The Deans of the College shall notify any student on academic warning and require that student to ob-

tain appropriate academic advice.

5.3 A student who has been required to withdraw because of three or more deficiencies may be eligible for readmission. To be eligible for return a student must fulfill the conditions specified by the Dean's letter of withdrawal. This will ordinarily include the reduction of deficiencies and the attainment of a minimum grade point average. A student who fails to fulfill the specified conditions will not be allowed to return to the College.

5.4 A student who by failure, withdrawal or underload lacks the number of courses required by his or her status must make up the deficiencies. Students who transfer to Boston College with fewer courses credited than required for the status assigned by the Admissions Office must make up these deficiencies in order to graduate as scheduled. Deficiencies may be made up by taking courses in the summer session or part-time division of Boston College or another accredited 4-year college. All such courses must be approved beforehand by an Arts and Sciences Dean and the student must earn a minimum grade of C-. With spe-

after it has been incurred.
5.5 No more than three approved 3-credit courses or their equivalent from any one summer will be accepted to make up deficiencies. No more than eight approved 3-credit makeup courses or their equivalent will be accepted

cial permission, a student may make up defi-

ciency should be made up as soon as possible

College in a regular academic year. A defi-

ciencies by passing additional courses at Boston

for degree credit.

5.6 Appeals on matters of fact involved in required withdrawal or readmission are to be made to the Associate Deans; their decision, after review of such matters, when unanimous is final. Appeals on matters of fact where the decision of the Associate Deans on review is by split vote and appeals on questions of interpretation of the regulations involved in required withdrawal or readmission may be carried to the Dean of the College of Arts and Sciences for final adjudication.

Course Requirements

6.1 Students are expected to attend class regularly, take tests and submit papers and other work at the times specified in the course syllabus by the professor. A student who is absent from class on the day of a previously announced test or assignment is not entitled, as a matter of right, to make up what was missed.

Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

6.2 Upon verification of illness or other exceptional circumstances, the Deans will notify course instructors of the reasons for a student's absences and request reasonable consideration in making up work that has been missed, but final arrangements for completing course work are entirely at the discretion of the course instructor.

6.3 A faculty member who grants a student an extension at the end of a semester must notify an Arts and Sciences Dean at that time. Otherwise, the Deans will not approve a change of grade for that course.

Leave of Absence

7.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Associate Dean's Office. A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions, and will usually last for no more than one year, although petition for extension is possible.

Academic Honesty

8.1 The College expects all students to adhere to the accepted norms of intellectual honesty in their academic work. Any form of cheating, plagiarism, or dishonesty, or collusion in another's dishonesty is a fundamental violation of these norms. It is the student's responsibility to understand and abide by these standards of academic honesty.

A faculty member who detects any form of academic dishonesty has a responsibility to take appropriate action. The faculty member also has the responsibility to report the incident and penalty to the Department Chairperson and to the appropriate class Dean. The report will remain in the student's file in the Dean's office until the file is destroyed.

If the gravity of the offense seems to warrant it or if the faculty member prefers that another academic authority decide the matter, he/she may refer the case to a Dean. In addition, if the student is unwilling to accept the Faculty member's decision, he/she may choose to have the matter adjudicated by an Associate Dean or by an Administrative Board.

8.2 If an Associate Dean adjudicates the matter, he/she will interview the student, the faculty member bringing the charge and other appropriate persons and review all the evidence submitted by the student and/or faculty member. Any appeal from the decision of an Associate Dean shall be to the Dean of the College. The student must file this appeal in written form within 10 days of the date of the Associate Dean's decision. The decision of the Dean is final.

8.3 An Administrative Board shall be composed of three people from the College, i.e., an Associate Dean, a full-time faculty member, and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated an-

nually for this purpose by the student members of the Educational Policy Committee.

A student coming before an Administrative Board shall have the right to exercise two challenges without cause against the student and/or faculty appointees to the Board.

The Board shall submit its recommendations to the Dean of the College who shall review the report, make a final determination and communicate the decision to the student. The decision of the Dean is final.

Procedure of Appeal

9.1 Students with questions of interpretation or petitions for exception from these Regulations, apart from those specified in 5.5 above, may submit them to an Appeals Board appointed by the Educational Policy Committee.

9.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question the student should first refer the matter in an informal manner to the chairperson or director of the appropriate department or program.

9.3 A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the department chairperson or program director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

Internal Transfers into Arts and Sciences

10.1 Students in the schools of Education, Management and Nursing may apply for transfer to the College of Arts and Sciences at the end of their freshman year.

10.2 Students transferring into the College of Arts and Sciences will ordinarily be expected to have a cumulative average of at least 3.0 and no deficiencies. All students must complete at least 3 semesters of full-time study in A&S after the transfer; previous enrollment in A&S courses will not satisfy this requirement.

Grade Change

11.1 Grades submitted by faculty at the end of each semester are considered final grades unless the faculty member has granted a student an extension to finish course work and so notified the Deans. Such extensions should only be granted for serious reasons, e.g. illness. Any other grade changes should be made only for exceptional reasons. All grade changes, including those for extensions, must be submitted to the Deans for approval no later than 6 weeks after the beginning of the semester following that in which the course was initiated. Incomplete grades which are not changed within the 6-week deadline will become F's and will be considered final grades.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades: Summa Cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna Cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude to the next 15%. The percentages are based on the student's 8semester cumulative average.

Special Academic Programs

The Honors Program

The Honors Program offers gifted students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. About seven percent of entering A&S freshmen are invited to join the program each year, on the basis of their highschool records, recommendations of teachers, and SAT scores. Occasionally other students whose performance in freshman year warrants it may be considered for admission to the Honors Program for sophomore year. They should inquire during second semester at the office in Gasson 102. In order to remain in the program students must ordinarily maintain a GPA of at least 3.33.

Students in the Honors Program complete a major in one of the regular A&S departments. In addition they must satisfy the following Honors Program requirements:

Western Cultural Tradition I-VIII: In freshman and sophomore year students are required to take this intensive course, for six credits each semester (a total of 24 credits). It substitutes for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. The content is the great books of the tradition studied in roughly chronological sequence: in freshman year Greek and Roman thought, the Hebrew Bible and the New Testament, and medieval culture. In sophomore year the course moves from the Renaissance to the 20th century. Primary emphasis is on the texts, i.e. this is not a survey course. Each section has approximately 15 students, and is conducted as a seminar. Attendance at class and active participation in discussion are required. There are frequent paper assign-

Junior Honors Seminar: In their junior year students take at least one of a number of specially designated seminars, which focus in depth on salient topics or unfinished questions from the material of the Western Cultural Tradition course.

Honors Thesis: Seniors are required to write an honors thesis (unless they do a Scholar of the College project) under the direction of a faculty member in any department of the university. The thesis is ordinarily done for six credits and extends through both semesters of senior year.

Only students who have fulfilled these requirements satisfactorily and achieved a GPA of 3.3 or higher will have on their permanent records the designation that they have "completed the requirements of the A&S Honors Program."

Scholar of the College

The Scholar of the College Program aims at recognizing, encouraging and challenging superior scholarly and creative ability. In senior year the candidates carry one or two upper division electives while engaged in a Scholar's Project (an unusually scholarly or creative piece of work) under the direction of a faculty

member. Candidacy in the Scholar of the College Program is extended to juniors with a 3.3 average who have demonstrated exceptional achievement, maturity, scholarly interest or creative skill and have been nominated by the chairperson of the appropriate department and selected by the Dean of the College of Arts and Sciences. Application for candidacy, an outline of the proposed project and nominations must be submitted to the Dean by mid-November of the junior year if the student is a January graduate and mid-April of the junior year if the student is a May graduate. Upon satisfactory completion of the Scholar's Project, the candidate is given the distinction of Scholar of the College at commencement in

Departmental Honors

The designation of departmental honors is reserved for above-average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

Independent Major

While under normal circumstances students are advised to follow the formal educational programs offered by the departments, in rare instances, for those students with special interests or needs which cannot be satisfied in a regular major, or double major, the Educational Policy Committee will approve an extradepartmental major called an Independent Major. A student who wishes an Independent Major must plan, with the aid of a faculty advisor, a program involving at least twelve upper division courses, normally extending over no more than three departments, and selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major. Each proposed major should be submitted in writing to the Dean's office before the end of a student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval.

Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer a joint degree program for a limited number of undergraduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Welfare) and apply for formal acceptance in the Program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year, at which time they receive the B.A. degree. They then enroll as Second Year M.S.W. candidates for their fifth and final year. Further information may be obtained from the Graduate School of Social Work Admissions Office, McGuinn 135, the Departments of Psychology and Sociology (McGuinn), and the Dean's Office (Gasson 109).

Bachelor's-Master's Program in Arts and Sciences

This is a four-year program offered in conjunction with the Graduate School of Arts and Sciences for students who have at least a 3.3 average and who have demonstrated to an exceptional degree maturity, ability to work independently and knowledge of their chosen field. Under this program a student will, upon satisfying the requirements of both undergraduate and graduate schools, be awarded Bachelor's and Master's degrees. Students interested in applying to this Program must present to the Dean of the College of Arts and Sciences by the end of the sophomore year a formal proposal written in consultation with the department chairperson and a graduate faculty advisor in the intended major area. Admission to the Program is recommended by the Dean to the Graduate School of Arts and Sciences after an appraisal of the applicant by the Dean's committee of advisors. Such recommendation will depend on overall excellence in the student's undergraduate record and exceptional performance in the undergraduate major.

Further details regarding the proposal format and overall Program requirements may be obtained from A&S Department offices or the Office of the Dean.

Minors in the School of Education for Students in Arts and Sciences

Secondary Education

Students majoring in Biology, Chemistry, English, History, Mathematics, French, Geology, Spanish, Speech Communication and Theater or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the second semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and Development I and II, Psychology of Learning, Educational Measurement, Introduction to Children with Special Needs, Early Childhood Development.

Arts and Sciences students completing minors in the School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 32 Arts and Sciences courses.

Programs in Computer Science

There are three courses of study in computer science open to qualified students. Arts and Sciences students may either major, minor, or take a concentration in computer science. The major and minor programs are described in the the College of Arts and Sciences section of this Bulletin under "Computer Science"; the concentration program is described under

"Computer Science" in the School of Management section.

Premedical/Predental Program

The Premedical/Predental Program at Boston College is not an academic major, but rather a program of study and system of advising designed to help students consider carefully the various career opportunities in the health professions, guide their academic preparation, and assist them in securing admission to medical and dental schools and other graduate programs in the health professions. The program is overseen by a faculty Advising Committee and is directed by the Premedical/Predental Advisor.

Medical and dental schools clearly prefer applicants who have excelled in a particular field of study while demonstrating a high degree of excellence in the basic sciences. A premedical or predental student at Boston College may therefore select a major in any of the natural or social sciences or humanities. He or she, however, is also expected to take one full year of each of the four basic introductory laboratory sciences (General Chemistry, Organic Chemistry, Biology, and Physics) and pursue a liberal education within the context of the College's core requirements. Many medical schools also recommend that applicants include one year of Calculus and at least some upper-level science courses among their electives. Dental schools in particular, are interested in students with a diversified program of study in both the sciences and the humanities.

Application to medical or dental schools is normally made in the summer before the beginning of senior year. Since the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) and all required course work must be completed before application, it is strongly recommended that all the required courses in science and mathematics be completed by the end of the junior year. A basic program of study for a premedical or predental student includes General Chemistry, Biology, and Calculus freshman year; Organic Chemistry sophomore year; and Physics junior year. Other program sequences are acceptable, however, and may be better suited to a particular student's interests and preparation. These options should be discussed with the Premedical/Predental Advisor.

While the competition for places in dental schools is not as keen as that for medical schools, applicants to either of the professional schools must be concerned with presenting the strongest possible credentials for admission. Premedical and predental students must therefore be prepared to continually evaluate their interests and achievements. Some may wish to consider other career opportunities within the health professions and in other areas.

There is a wide variety of academic routes to medical or dental school. Applicants with slightly lower grades in unusually challenging programs of study are at least as attractive to medical and dental schools as those with strong grades in less demanding programs. Therefore, all premedical and predental students, particularly those who are concerned about their credentials and interested in ways of improving them, should consult closely with the Premedical/Predental Advisor throughout their undergraduate years. Further information can be obtained from the Premedical Advisor, Dr. Walter Fimian, Gasson 106, (X3316).

Greycliff French and Spanish Language Houses

Greycliff is a living/learning residence designed to encourage fluency in language speaking.

ing.
Residents are required to attend a weekly conversation hour for Greycliff students, under the supervision of a faculty member. After completion of two semesters of this program, Greycliff residents will receive 3 course credits (see listing in Romance Languages course offerings).

Junior Year Abroad

The aim of the Junior Year Abroad is to enable students to become fluent in a foreign language and understand better a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must 1) have a 3.0 average in the major and approximately the same in general average 2) have completed a significant number of courses in the major and have made substantial progress on core requirements 3) have the approval of the chairperson of the major department 4) have adequate proficiency in the language of the country in which he/she plans to study.

Students should begin the application process by contacting the Junior Year Abroad Office early in their sophomore year. Final approval will be given by the Deans on the basis of a student's academic record at the end of sophomore year.

Interdisciplinary Programs

In addition to the Areas of Major Study offered by individual departments, a variety of special programs are available. While no one of these is to be assumed a major, it is possible, in some of them, to develop a major or minor program; all of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program, even if it is not a major.

Minors

A minor in the College of Arts and Sciences must: consist of five to six courses; contain a required course of an introductory nature; aim for some kind of coherent shape appropriate to the subject matter and offer the student courses which give him or her a sense of definite movement—from a beginning to a middle and an end, from introductory to advanced levels, from general treatments to specialized treatments, etc. Courses counted toward a major may not also count toward a minor. No more than one Core course taken as part of a minor can also be counted as part of the College Core requirement. Students who are double majoring may not minor and no student may have two minors. In the case of interdisciplinary minors, the student's program must include courses from three A&S departments.

Each minor will be administered by a committee, consisting of a Chairperson appointed by the Dean, and members who serve at the will of the Chair. One important function of

this committee is the advising of students enrolled in the minor.

With the exception of the restrictions noted above, minors are open to all Arts and Sciences students and the courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions.

American Studies

American Studies is an interdisciplinary program created by the departments of English, Fine Arts, History, Political Science, and Sociology to expose students to a wide range of approaches to American culture. Students are encouraged, with faculty advisement, to design a minor program which can either contribute to their major or provide a separate area of study altogether.

The American Studies minor consists of three levels. Students shall, prior to the end of the fall semester of their junior year, take two semesters of an introductory sequence outside their major. The following sequences will be accepted: Major American Writers I & II (EN 401-402); American Arts in America (FA 263) (substitute: Art Since 1945, FA 356); or the following combined sequence: Social Problems (SC 049) and either Politics & Government in America (PO 024) or The American National Government (PO 302).

Then, in his or her senior year, each student will take one course, designated in the previous year as the American Studies seminar. This course will be interdisciplinary in nature. In the event that enrollment in the Minor is high, more than one course may be so designated. In 1988-89 the seminar will be American Victorianism (EN 441), taught in the fall of 1988.

Finally, in his or her junior and senior years, each student shall take three courses, again outside the major, and in at least two departments, which constitute some area of focus within the study of American culture. Possible headings under which courses could be grouped include: The Culture of Boston; Gender and Society; Immigration and Ethnicity; and American Modernism.

For further information on the American Studies minor, and application forms, see Prof. Judith Smith, Hovey House, (X8456) or Prof. James Wallace, Carney 453 (X3712).

Asian Studies

The Asian Studies program enables a student to study the language, history and culture of the Far East from a number of disciplinary perspectives. The student may select appropriate courses from the offerings of several departments, may design an Independent Major, or may complete an Asian Studies minor.

The requirements for the latter are as follows: 1) 2 courses in Chinese/Japanese language beyond elementary level, 2) I course in Asian history, 3) I additional course in Asian history or one course in Asian politics or diplomacy, 4) 2 approved elective courses from two of the following areas: Art History (FA), Philosophy (PL), Theology (TH), Political Science (PO), Literature or a second Asian language (SL), and 5) senior research paper, directed, on an approved topic.

Substitutions for specific requirements of the normal program and the application of crossregistered courses from neighboring institutions require express permission, in advance,

from the Asian Studies Committee. The Committee will not permit courses being used for a major to apply also to the Asian Studies minor.

Further information is available from the Director, Professor Lawrence G. Jones, Slavic and Eastern Languages Department, Carney 238 (X3914).

Biblical Studies

The minor provides a special concentration in Bible for students who wish to gain knowledge of the biblical texts, of the world out of which the Bible came, and of the methods used in modern study of the Bible. The minor consists of six courses to be distributed as follows: l) two introductory level courses (Core level): one an introduction to Hebrew Scriptures and one an introduction to the New Testament; 2) two upper level (level two and three) courses in the interpretation of particular books of the Bible or in special topics; and 3) two elective courses, including courses in biblical languages, archaeology, and ancient

For more information contact Prof. Pheme Perkins, Theology Department, Carney 409 (X3889).

Black Studies

Black Studies at Boston College is an interdisciplinary program which offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts students may pursue a variety of approaches to understanding the black experience.

The minor in Black Studies requires six courses, to be distributed over three departments. Students interested in the minor should enroll in Bk 104-105 (HS 283-284) Afro-American History I, 1I in their sophomore year. They will choose three electives: of the three, one must be in either literature or sociology and one must be concerned with Africa or with the Caribbean. The minor culminates in a seminar or senior project. Students interested in the minor should see either Professor Amanda Houston, Lyons 301 (X3238) or Professor Andrew Buni, Hovey House (X8452).

Black Studies at Boston College has also developed a unique and significant specialization in local black history. A course in Boston's black history is offered annually and the program regularly sponsors a conference on "Blacks in Boston." For further information, consult Amanda Houston, Director, Black Studies.

Church History

The minor is designed to give students an overview of the history of the Christian community, its life, thought, structure, and worship from its beginnings to the present day in introductory-level courses. In upper level courses, the student can focus on the development of the Church within a particular era or geographical setting. The minor is open to all students, but may be of special interest to those interested in history, literature, theology, or philosophy. Professors for the minor are drawn from both the theology and the history

The normal requirements are: 1) a required, two-semester introductory survey, TH 150-151, The Christian Community: A History; 2) two courses approved by the director of the minor

program, in either the same historical period or in closely related periods; e.g., 2 early church history courses; or 1 early church history course and 1 medieval course; 2 Reformation courses; or 1 Reformation course and 1 modern European course; or 1 modern European course and 1 American course; and 3) two upper level electives.

Normally, a student may not use the same course to satisfy both major and minor requirements. A student should be aware that if a course is not offered in his/her field of interest, many faculty will agree to a private course of directed readings. The student will choose or be assigned an advisor from the faculty affiliated with the minor. Inquiries should be addressed to the director. Director of the minor is Prof. James Weiss (Theology), assisted by Profs. Ellen Ross, Margaret Schatkin, Thomas Wangler and Stephen Brown (all Theology), Benjamin Braude, Virginia Reinburg (both History) and others.

Cognitive Science

The Cognitive Science minor aims to introduce students to the new and exciting field of Cognitive Science. Cognitive Science is a new interdisciplinary field which seeks to understand learning, thinking, perceiving, remembering, and understanding by looking at them from an information processing point of view. It draws its ideas from Psychology, Linguistics, Computer Science, Philosophy, and Neurosci-

The minor is intended to let students learn to understand, and perhaps contribute to, this field while at the same time developing a better understanding of how their own minds work and a better ability to work across the borders of traditional disciplines.

The minor requires six courses outside the student's major field. 1) Three foundation courses: PS 147, Cognitive Psychology, MC 140, Computer Science 1 (or MT 551, Introduction to Structured Programming), and PL 314, The Mind and Its Body. 2) Three courses from one of the following tracks: a) Machine Intelligence: MC 373, Robotics, MC 359, Artificial Intelligence, MC 358, Lisp and Prolog. b) Perception: PS 073, Introductory Psychology, PS 140, Sensory Psychology, PS 143, Perception. c) Cognition: PS 143, Perception, PS 144, Memory and Learning, PS 251, Psychology of Language. d) Language: (1) SL 311, General Linguistics. (2) A topic in linguistics which can be fulfilled by one of the following: SL 344, Syntax and Semantics, or SL 351, Topics in Linguistic Theory, or SL 399, Semiotics and Structure. (3) A course in the psychology of language (such as PS 251) or in the philosophy of language (such as PL 574). e) Neuroscience: PS 140, Sensory Psychology, BI 552, Developmental Neurobiology, PS 150, Physiological Psychology, PS 187, Brain Damage and the Mind, PS 642, Cognitive Neuropsychology. f) Theory: PL 577, Introduction to Symbolic Logic, MC 385, Theory of Machines and Languages, or MT 585, Automata and Formal Languages, SL 311, General Linguistics. g) Philosophy of Mind: PL 574, Approaches to Language, PL 577, Introduction to Symbolic Logic, PL 615, British Empiricism, PL 661, Aristotle's Scientific Method, PL 768, Insight. Students may not take a track in their major.

Interested students should contact the Director, Prof. Jeanne Sholl, McGuinn 343 (X4554).

Film Studies

The Film Studies Program has arisen out of a need and desire to assist students in developing critical and technical skills in the area of film. Video, photography, and television also play a supportive role in the development of these skills. As a part of the Film Studies Program a student can pursue any of the electives dealing with above aspects of communications. The Film minor, a joint undertaking of the Fine Arts Department and the Speech Communication and Theater Department, is comprised of six courses: three required (Basic Filmmaking, History of European Film, and Mass Media in the Twentieth Century or Film as Communication) and three electives from the areas of animation, production, film criticism and history, communications, and photography. These courses can be taken over a fouryear period in any order convenient to the student's schedule.

Students interested in the Film Studies Program or Film minor can contact Prof. John Michalczyk in Gasson 102 (Honors Program Library), X4573.

International Studies

International Studies is an interdisciplinary field combining work in several departments and professional schools which include cultural, political and economic relations among nations, international organizations, multinational corporations, private international institutions, and broader social or intellectual movements. Its purpose is to help students carefully design their own program around a central theme focusing on an international issue or problem, a theoretical question or a geographic region. The program provides background for careers in government, business, non-profit organizations, international institutions and journalism, as well as for graduate study. Students are strongly encouraged to include in their programs of foreign study, internship or volunteer experience. In a limited number of cases students have successfully proposed an independent academic major in

Interested students should read carefully the brochure available in McGuinn 20l and discuss their goals with the Director, Prof. David Deese, Political Science Department, McGuinn 217 (X4585) or his Assistant, and, if desired, with one of the five faculty advisors listed below. They must then submit a personal statement of two or three typed pages which explains the theme of their coursework. Students enrolled in the minor must take at least six courses (on the approved list) from at least three different departments or schools, including at least 1) two theoretical, comparative or thematic courses (page one of the course list) and 2) two regional or area studies courses, with at least one focused on third world nations or other non-western cultures (starting on page two of the course list) and 3) the completion of a substantial paper on an approved topic prepared in a readings and research course or seminar (one of the total of six courses). Once completed, the academic minor in international studies will be recorded on the student's transcript.

For information and assistance, please pick up a brochure from the Political Science Department or contact one of the following faculty advisors: Prof. Patrick Byrne, Philosophy Department, Carney 268 (X3865), Prof. André Daniére, Economics Department, McGuinn 523 (X3695), Prof. David Deese (Director of the Minor), Political Science Department, Mc-Guinn 217 (4585), Prof. Paul Gray, Sociology Department, McGuinn 507 (X4140), Prof. David Northrup, History Department, Carney 160 (X3792).

Irish Studies

The Irish Studies minor offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, drama and theatre, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries and a study tour in Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish Studies offers a junior year Irish Studies Program at University College, Cork, which provides intensive exposure in areas of Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office and see Professor Adele Dalsimer, English Department, or Professor Kevin O'Neill, History Department.

The Abbey Theatre Program, a five-week Summer Workshop, consists of an intensive five-weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of the Irish theatre. Interested students should apply to Professor Margaret Dever, English Department.

Italian Studies

The minor in Italian Studies, an interdisciplinary program created by the Departments of Fine Arts, History, and Romance Languages and Literatures, invites students to learn about the important role which the people of the Italian peninsula have played in the development of Western civilization. Courses cover Italy's social, economic and political history from the eleventh century to the present, a broad range of studies on developments in painting, sculpture and architecture from Early Medieval times to the present, Italian Film, and the study of the great works of Italian literature.

Six one-semester courses are required, two in literature, two in history, and two in art history. One of the six courses will be the introductory course, "Italy: Art, Literature and History" (FA 297/HS 249/RL 294), which may be credited to the department of the student's choice.

Students will be required to select elective courses in consultation with a member of the Italian Studies Committee: Prof. Scott Van Doren, History (X3166); Prof. Josephine Von Henneberg, Fine Arts (X8595); and Prof. Rena Lamparska, Romance Languages and Literatures (X3824) and to coordinate their choice with the Director of the Program, Prof. Josephine Von Henneberg.

Substitutions for specific program requirements and the application of cross-registered courses from other academic institutions require express permission in advance from the Italian Studies Committee. Courses already being used for a major may not be applied to the Italian Studies minor. Students who have a double major or who already have a major and another minor will not be accepted.

For further information, contact Prof. Josephine von Henneberg, Barry 310 (X8595).

Medieval Studies

This interdisciplinary program has as its focus the civilization of the Middle Ages, the thousand-year period from the end of the Roman Empire to the Renaissance which produced Thomas Aquinas and Dante, Eleanor of Aquitaine and Thomas Becket, knights and chivalry, cathedrals and universities. A student enrolled in this program as an Independent Major, or as a minor, may investigate all the expressions of medieval society and its culture in courses in medieval history, philosophy, theology, art history, languages, and literature.

The normal course of study for the minor, six one-semester courses, requires: I) HS I65-166 Medieval European History I/II and 2) four electives, two of which must be taken from one of the following sequences: FA 221-222 Art of the Medieval World I/II, PL 340-341 Philosophy in the Middle Ages I/II, two courses in a language or literature of the Middle Ages.

Additional elective courses may be found under the appropriate departmental listings (Classical Studies, English, Fine Arts, Germanic Studies, History, Philosophy, Romance Languages, Slavic and Eastern Languages, and Theology) and may be chosen with the advice of a member of the Medieval Studies commit-

Students who wish to obtain further information or to register for this program should contact the Director: Dean Patricia DeLeeuw, Gasson 109 (X3286).

Middle Eastern Studies

This program emphasizes the interdisciplinary study of the Middle East from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern Studies useful for careers such as journalism, diplomacy, business, and social service, as well as graduate programs of academic and professional training. Courses cover both the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings. Students who wish to formalize their study of the Middle East may complete a six-course minor as follows:

1) By demonstrating proficiency in a Middle Eastern language by examination or coursework, 2) by completing 6 courses distributed as follows: the introductory course HS 207/TH 152, Islamic Civilization in the Middle East; l course in History or Political Science concerning the Middle East; and 4 approved elective courses from the following areas: Art History, Theology, Economics, History, Middle Eastern Literature or a second Middle Eastern language, Political Science, Sociology

For further information, consult the Director, Prof. Benjamin Braude, History Department, Carney 146 (X3787).

Russian and East European Studies

The Russian and East European Studies minor enables a student to study the language.

history, literature, and social structure of Eastern Europe and the Soviet Union from a number of disciplinary perspectives. The minor requires six approved courses, distributed as follows: 1 introductory course (PO 080/HS 272, Introduction to Russian, Soviet and East European Studies); 1 additional course in Russian or East European history or politics; 2 courses in Russian or another East European language at the intermediate or upper-division level; 2 approved elective courses from two of the following areas: Philosophy (PL), Theology (TH), Economics (EC), Literature or language (SL, CL, RL), Political Science (PO), History (HS), Art History or Film Studies (FA), a directed senior research paper. At least one of these two courses must come from outside of the student's emphasis area.

Substitutions for specific requirements of the normal program and the application of cross-registered courses from neighboring institutions require express permission in advance from the Director of the minor. Courses already being used for a major may not apply also to the Russian and East European Studies minor.

Further information is available from the Director of the minor, Professor Lawrence G. Jones, Carney 238 (X3914).

Women's Studies

The Women's Studies Program coordinates courses which explore the impact of sex and gender on the institutions that shape public and private life. It especially seeks to understand the lives of women, both historically and cross culturally.

The Women's Studies Program offers an interdisciplinary minor, a combination of six courses from at least three different departments, which includes as required courses: Introduction to Feminism (RL 125, EN 125, PS 125) and Advanced Topics in Women's Studies (EN 593).

An unusual offering is *Introduction to Feminism*, a student-taught course under faculty direction in which small groups of students read and discuss material from several disciplines, write journals, attend faculty guest lectures, and do both oral and written presentations, often working in teams. The other courses making up the minor cut across manydepartments including history, literature, philosophy, psychology, sociology, romance languages, theology as well as other fields including education.

For further information, contact the Acting Director of Women's Studies, Professor Judith Wilt, English Department, Carney 443 (X3705).

Other Interdisciplinary Programs

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the cul-

ture, history and political life of East Europe, Russia and Asia. Faculty members offer an interdisciplinary course, HS 272 (P0 080), Introduction to Russian, Soviet and East European Studies, which provides the student with the key themes, theories, and approaches necessary for further detailed study of Russia, the USSR, and the East European states.

In addition to teaching activities, members of the Center are involved in publication of the specialized quarterly *Studies in Soviet Thought* and of the monograph series *Sovietica*, which now contains some forty-two volumes. Interested students with some knowledge of Russian or other relevant languages are encouraged to participate in these projects. CEERA also sponsors talks and symposia on topics of interest.

Undergraduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information of the operation of the Center are available from: Prof. Raymond T. McNally, Director (History) Carney 17l; Prof. Donald Carlisle, Associate Director (Political Science) McGuinn 220.

Environmental Studies

The Environmental Studies Program assists students in the design of interdisciplinary projects and programs dealing with environmental matters. Through it, students have access to environmental facilities and resources at fourteen area institutions.

Students in the Environmental Studies Program must major in a specific discipline. They may, however, develop a related concentration in environmental studies by choosing relevant courses from the offerings of various departments on the BC campus and, in some instances, on the campuses of those institutions which have consortial arrangements with Boston College. Credit can also be obtained for independent study and internships with various environmental groups, both government and private. The Environmental Program sponsors, from time to time, special programs aimed at increasing environmental awareness. Those interested in pursuing studies in this area should contact Prof. George Goldsmith, Higgins 453, (X3592).

The Immersion Program in French

An interdisciplinary program administered by the Department of Romance Languages and Literature.

Qualified students may take one to five Core or elective courses in French. They may select four courses in French from Fine Arts, History, Philosophy, Political Science, or Theology. The Romance Languages Department coordinating course RL 341-342 will constitute the student's fifth course. All potential candidates must be interviewed by selected faculty. Prerequisite: At least the equivalent of intermediate college French. For further information contact Katharine Hastings, Bourneuf House, (X3262). For listings of French Immersion courses offered in 1988-89, refer to the Romance Languages section of this Bulletin.

The Immersion Program in Spanish

An interdisciplinary program administered by the Department of Romance Languages and Literature.

Qualified students may take Core or elective courses in Spanish. They may select from

courses in History and Spanish Culture. The Romance Languages Department encourages students to enroll in the coordinating course, RL 343-344.

For further information contact Katharine Hastings, Bourneuf House, (X3262). For listings of Spanish Immersion courses offered in 1988-89, refer to the Romance Languages section of this Bulletin.

Senior Awards and Honors

Scholar of the College: For unusual scholarly and/or creative talent as demonstrated in coursework and the Scholar's Project. Candidates for Scholar of the College are nominated by the department chairperson and selected by the Dean in their junior year.

Order of the Cross and Crown: For men and women who, while achieving an average of at least 3.5, have established records of unusual service and leadership on the campus.

Bapst Philosophy Medal: For overall outstanding performance in philosophy courses.

Andres Bello Award: For excellence in Spanish.

George F. Bemis Award: For distinguished service to others.

Albert A. Bennett Award: For a high level of mathematical achievement and interest in and desire for a career in teaching.

Wendy Berson Award: For excellence in Romance Languages.

Alice Bourneuf Award: For excellence in Economics.

Francis A. Brick Award: For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

Brendan Connolly Award: For outstanding love of books and learning.

Cardinal Cushing Award: For the best creative literary composition published in a Boston College undergraduate periodical.

Patrick Durcan Award: For overall outstanding performance in history courses.

Mary A. and Katherine G. Finneran Commencement Award: For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

Thomas I. Gasson, S.J. Award: For a distinguished academic record over four years.

General Excellence Medal: For general excellence in all branches of studies during the entire four years at Boston College.

Princess Grace of Monaco Award: For excellence in French.

William A. Kean Memorial Award: To the outstanding English major.

William J. Kenealy Award: For distinction in both academic work and social concern.

Mark J. Kennedy Medical Scholarship: For a student who has been accepted to a medical school and who has been outstanding in character, leadership and scholarship.

Allison R. Macomber, Jr. Award in the Fine Arts: For outstanding work in the Fine Arts.

John W. McCarthy, S.J. Award: For the outstanding project under the Scholar of the College Program.

Albert McGuinn Award: For excellence in a science or mathematics major combined with achievement—either academic, extracurricular, or a combination of both—in the social sciences or humanities.

Henry J. McMahon Award: For a graduating senior who has been accepted at a law school

and has been distinguished by scholarship, loyalty, and service to the College.

John F. Norton Award: To the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: For overall outstanding performance in theology courses.

Mary Werner Roberts Award: Given in honor of Mrs. Vincent P. Roberts, benefactress of the University, for the best art work published in the Stylus this year.

Harry W. Smith Award: For use of personal talents to an exceptional degree in the service of others.

Joseph Stanton Award: To a student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Tully Theology Award: For the best paper on a theological subject.

Max Wainer Award: To the senior who is deemed the outstanding student in classics.

Nominations for these awards may be submitted to the Office of the Dean.

Areas of Major Study

The philosophy and objective of each major are presented below, along with specific course requirements. These requirements include the number of courses, as well as specific courses or distribution requirements necessary for the major. They may also include requirements for achieving departmental honors. Students are subject to the major requirements as published for the year in which they entered Boston College.

In a liberal arts college, the major is not only a path to some future profession, but is itself, together with Core courses, and electives taken in other areas, a liberal arts experience. A major is a systematic concentration of courses taken in a given academic discipline which enables a student to acquire a somewhat more specialized knowledge of the methodologies used in the discipline, their origins, their possibilities and limitations, and the current state of the art. This is done by means of a hierarchical sequence of courses or by appropriate distribution requirements. Attention is to be given to the history of the discipline, its various methodologies and research tools, and to its various subfields, and the areas of concern in which the discipline is presently involved.

Biochemistry

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in Biochemistry and related courses in Chemistry and Biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences. The minimum requirements for the Biochemistry Major are:

Two semesters of General Chemistry and laboratory

CH 109-110 (or CH 117-118) lecture CH 111-112 (or CH 119-120) laboratory

Two semesters of Introductory Biology and laboratory

B1 200-202 lecture B1 201-203 laboratory Two semesters of Organic Chemistry and laboratory

CH 231-232 (or CH 241-242) lecture CH 233-234 (or CH 243-244) laboratory

One semester of Bacteriology and laboratory

BI 310 lecture

BI 311 laboratory

One semester of Molecular Genetics and laboratory

BI 302 lecture

BI 303 laboratory

One semester of Analytical Chemistry and laboratory

CH 351 lecture & laboratory

One semester of Physical Chemistry

CH 473 lecture

Two semesters of Biochemistry/Molecular Biology

CH 561–562 Biochemistry I & II lecture or

BI 435 & BI 440 Biological Chemistry, Molecular Biology lecture

One semester of Biochemistry laboratory

BI 480 or CH 563 laboratory

Two advanced electives from the following list:

CH 565	Structure	and	Function	of Nucle	ic
	Acids				

CH 566 Bioinorganic Chemistry

CH 567 Protein Structure and Function

CH 569 Enzyme Mechanisms

CH 570 Biomembranes

BI 406 Cell Biology

BI 454 Introduction to the Literature of Biochemistry

BI 474 Principles of Metabolism

BI 515 Biophysical Chemistry

BI 556 Developmental Biology

BI 558 Neurogenetics BI 570 Nucleic Acid Biochemistry

In addition to the above the following courses are also required:

Two semesters of Physics with laboratory

PH 211-212 lecture and laboratory

Two semesters of Calculus

MT 100-101 lecture

Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. This year-long project replaces the requirement for Biochemistry Laboratory **BI 480** or **CH 563**).

BI 463-464 Research in Biochemistry* CH 593-594 Introduction to Biochemical Research*

> or (BI 399, CH 399) Scholar of the College*

*With approval

Course Sequence First Year

General Chemistry (CH 109–110 or CH 117–118) with laboratory

Calculus (MT 100-101)

Introductory Biology (BI 200–202) with laboratory

Second Year (Fall)

laboratory

Physics (PH 211) with laboratory Organic Chemistry (CH 231 or CH 241) with

Bacteriology (BI 310) with laboratory

Second Year (Spring)

Physics (PH 212) with laboratory Organic Chemistry (CH 232 or CH 242) with laboratory

Molecular Genetics (BI 302) with laboratory

Third Year (Fall)

Biological Chemistry (BI 435) or Biochemistry I (CH 561)

Analytical Chemistry (CH 351)

Third Year (Spring)

Molecular Biology (BI 440) or Biochemistry II (CH 562)

Physical Chemistry (CH 473)

Fourth Year

Biochemistry Laboratory (BI 480 or CH 563) Two advanced electives

For additional information, contact either Professor Kantrowitz (Devlin 224) or Professor Annunziato (Higgins 422).

Biology

Faculty

Professor Maurice Liss, A.B., Harvard University; Ph.D., Tufts University School of Medicine

Professor Jolane Solomon, A.B., Hunter College; A.M., Ph.D., Radcliffe College

Professor William D. Sullivan, S.J., A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

Professor Yu-Chen Ting, A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Associate Professor Maria L. Bade, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Associate Professor Walter J. Fimian Jr., A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Associate Professor James J. Gilroy, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Associate Professor Jonathan J. Goldthwaite, B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Associate Professor Joseph A. Orlando, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Associate Professor William H. Petri, A.B., Ph.D., University of California, Berkeley

Associate Professor Donald J. Plocke, S.J., B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor R. Douglas Powers, Chairperson of the Department A.B., SUNY; Ph.D., Syracuse University

Associate Professor Allyn H. Rule, B.S., Central Connecticut College; A.M., Ph.D., Boston University Associate Professor Thomas N. Seyfried, B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Associate Professor Chester S. Stachow, B.S., M.S., Ph.D., University of Manitoba

Assistant Professor Anthony T. Annunziato, B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

Assistant Professor Grant W. Balkema, B.S., Ph.D., Purdue University

Assistant Professor William J. Brunken, B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Assistant Professor Mary Kathleen Dunn, B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Program Description

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in various basic and applied areas of biology. These include the health-related professions as well as a diversity of other careers. Formal course offerings, laboratory work, and individual research projects under the guidance of a faculty advisor offer the student opportunity for individual initiative and creativity.

Requirements: One year each of general chemistry (CH 109-110), organic chemistry, (CH 231-232), and physics (PH 211-212), each with the accompanying laboratory course, and one year of calculus (MT 100-101). Within the Department, the following courses are required: Introductory Biology and Laboratory (BI 200-202, BI 201-203), Genetics and Laboratory (BI 300, 301 or BI 302, 303) and Bacteriology and Laboratory (BI 310-311). These courses are to be completed within the first two years. Five additional upper division elective courses in biology, exclusive of Undergraduate Research and Tutorial, complete the minimal requirements. Students are generally advised to take additional courses in biology and related areas. Those planning to pursue graduate studies in basic science are especially encouraged to take courses such as biological chemistry, physical chemistry and analytical chemistry. Biological Chemistry (BI 435) and Molecular Biology (BI 440) comprise a full year course in biochemistry.

Sonntag Institute for Cancer Research

The Sonntag Institute for Cancer Research offers to graduate and undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

Biochemistry Major

Refer to the preceding section for a description of this interdisciplinary major.

Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

BI 100 Survey of Biology I (F: 3)

A survey of Biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses man with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of the body and how they are influenced by internal and external factors. Three lectures per week.

The Department

BI 102 Survey of Biology II (S: 3) A continuation of BI 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, and behavior.

The Department

BI 110 General Biology I (F: 3)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed include behavior, population dynamics, ecology, evolution). Three lectures per week.

Jonathan Goldthwaite

Donald Plocke, S.J.

BI 111 General Biology Laboratory I* (F: 1)

Required of students taking BI 110. One two-hour laboratory period per week.

Jonathan Goldthwaite Donald Plocke, S.J.

BI 112 General Biology II (S: 3)

A continuation of Biology 110. Allyn Rule
Thomas Seyfried

BI 113 General Biology Laboratory II* (S:

Required of all students taking BI 112. One two-hour laboratory period per week.

Allyn Rule Thomas Seyfried

BI 130 Anatomy and Physiology I (F: 3)
An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. The course is intended for students preparing for a career in nursing. A limited number of other students may be admitted only with permission of the instructor. The Department

BI 131 Anatomy and Physiology Laboratory I* (F: 1)

Laboratory exercises intended to familiarize the students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week. Required of students taking BI 130.

R. Douglas Powers

BI 132 Anatomy and Physiology II (S: 3) A continuation of BI 130. The Department

BI 133 Anatomy and Physiology Laboratory II* (S: 1)

A continuation of BI 131. Required of students taking BI 132. R. Douglas Powers

BI 200 Introductory Biology I (F: 3)

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors. Anthony Annunziato R. Douglas Powers

BI 201 Introductory Biology Laboratory I* (F: 1)

One three-hour laboratory period per week. Required of all students taking BI 200.

Mary Albert

BI 202 Introductory Biology II (S: 3) A continuation of BI 200. Required for biology majors. The Department

BI 203 Introductory Biology Laboratory II* (S: 1)

One three-hour laboratory period per week. Required of all students taking BI 202.

Mary Albert

BI 207 (SA 207) Science and the Media (F: 3)

Students will learn how the media presents scientific information in newspapers and magazines. Articles on scientific progress in disease (e.g., AIDS, Alzheimer's disease, etc.) and other scientific areas (e.g., the validity of IQ test scores, archeological discoveries of ancient cultures, etc.) will be analyzed. Students will learn to interview a scientist and to present oral and written reports on scientific areas of their choice. The courses will give the student the background to learn to write and deliver on science for newspaper and television.

A course in the Natural Sciences is required. Science and The Media is limited to ten students.

BI 220 Microbiology (F: 2)

Prerequisites: BI 130-132

A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles.

Two lectures per week. Elinor M. O'Brien

BI 221 Microbiology Laboratory* (F: 1) One two-hour laboratory period per week. To be taken in conjunction with BI 220.

Elinor M. O'Brien

BI 250 (PL 283) Development of Gender Identity (F: 3)

This course, for junior and seniors, discusses the genetics, anatomy, physiology, and biochemistry of the development of gender identity

There are no science prerequisites for the course. A series of lectures on the basics of the biological factors involved in gender identity will be followed by student seminars on any aspect pertaining to gender identity (psychological, historical, biological, cultural, economic, etc.) which is of interest to the student.

Jolane Solomon

BI 300 Genetics (F: 3)

Prerequisite: BI 200-202

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics. Three lectures per week. Required for biology majors.

Yu-Chen Ting

BI 302 Principles of Genetic Analysis (S: 3)

Co-requisite: BI 303

This course provides a rigorous introduction to modern genetics. It stresses those aspects of classical and molecular approaches which in combination have led to the great power of genetics today, and which have brought the subject into its current position of prominence in biological research. Genetic frontiers will be discussed and evaluated. Emphasis will be placed on understanding how genetic inferences are made and on the use of genetic techniques of analysis, rather than on simply gathering a large collection of facts. This course is required for Biochemistry majors and strongly recommended for Biology majors who intend to pursue molecular and/or biochemical aspects of the field. Kathleen Dunn William H. Petri

BI 303 Principles of Genetic Analysis Laboratory (S: 1)

A combination of laboratory exercises and discussion sections designed to give the student an introductory practical exposure to some basic research techniques used in modern genetics.

Kathleen Dunn William H. Petri

BI 310 Bacteriology (F, S: 3)

Prerequisites: BI 200-202, CH 23I taken concurrently or previously

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals, and man. Three lectures per week. Required for biology majors.

> James J. Gilroy Chester S. Stachow

BI 311 Bacteriology Laboratory* (F, S: 1)
To be taken in conjunction with BI 310. One three-hour laboratory per week. Required for biology majors.

James J. Gilroy Chester S. Stachow

BI 406 Cell Biology (S: 3) Prerequisite: BI 200-202

Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells.

Maurice Liss

BI 410 From Cells to Chromosomes (S: 3) *Prerequisites:* BI 200–202, CH 109–110 The cells and their organelles, with special emphasis on structural, functional and hereditary aspects. Three lectures per week. *Yu-Chen Ting*

BI 411 From Cells to Chromosomes Laboratory* (S: 1)

Optional, may be taken in conjunction with BI 410. One three-hour laboratory period per week.

Yu-Chen Ting

BI 418 The Plant Kingdom (F: 3)

Prerequisites: B1 200-202

Beginning with a discussion of the major evolutionary trends in plants, the course will study blue-green algae, slime molds and fungi, followed by a discussion of eucaryotic algae, mosses and primitive tracheophytes and concluding with a survey of the gymnosperms and angiosperms.

Mary D. Albert

BI 419 Plant Kingdom Laboratory (F: 1) Laboratory exercises to accompany BI 458. Mary D. Albert

BI 420 Comparative Vertebrate Embryology (F: 3)

Prerequisites: BI 200-202

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo. Walter J. Fimian, Jr.

BI 426 Comparative Vertebrate Morphogenesis (S: 3)

Prerequisites: BI 200-202

The basic principles of vertebrate morphogenesis, with emphasis on evolutionary history, comparative anatomy, and embryological development.

Mary D. Albert

BI 427 Comparative Vertebrate Morphogenesis Laboratory* (S: 1)

Laboratory exercises to accompany BI 426. Required of all students taking BI 426.

Mary D. Albert

BI 435 Biological Chemistry (F: 3)

Prerequisites: BI 200-202, BI 300

The course will cover the properties and metabolic activities of various biochemical compounds: carbohydrates, amino acids and proteins, lipids and nucleic acids. To be discussed will be how these biochemical processes meet the energy, biosynthetic and requirements of the cell. When relevant, reference will be made to alterations in these processes in specific diseases.

Maurice Liss

BI 440 Molecular Biology (S: 3)

Prerequisites: BI 200–202, CH 231–232 An introduction to the study of the structure, synthesis and function of nucleic acids and proteins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of enzyme action and biochemical regulatory mechanisms. Three lectures per week.

The Department

BI 446 Marine Biology

Prerequisite: BI 200-202 (or equivalent) and permission of instructor

An introduction to marine organisms, accompanied by discussion of morphological, physiological, and behavioral adaptations to the marine environment. This will be followed by indepth analysis of selected marine ecosystems. Special topics that may be considered at semester's end include aquaculture, marine biomedicine, and effects of pollution on marine ecosystems.

Three required field trips. Two lectures per week.

A limited number of places will be reserved for non-Biology majors who have appropriate background experience. Robert Wolfj

BI 454 The Literature of Biochemistry (F: 3)

Prerequisites: Biochemistry, BI 435; CH 561 The intent of this course is to familiarize the student with the original literature of biochemistry. We will read and discuss a number of important papers on a variety of topics. We will explore the many approaches used by biochemists, the types of data they obtain through their experiments, the techniques employed, and the reasoning processes that go into experimental design and the interpretation of re-

sults. The background material necessary for the student to evaluate specific papers will be provided during lectures, and discussions will be conducted in a seminar-type format.

Joseph A. Orlando

BI 460 Understanding Evolution (S: 3)The philosophical and theological aspects of evolution in general will be treated, followed by a scientific treatment of the origin of life.

William D. Sullivan, S.J.

BI 461-462 Undergraduate Research* (F: 3-S: 3)

Prerequisite: Permission of the Chairperson Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. The Department

BI 463-464 Research in Biochemistry (F: 3-S: 3)

Prerequisite: Permission of the Chairperson Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. The Department

BI 465-467 Advanced Undergraduate Research* (F: 3-S: 3)

Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the chairperson.

The Department

BI 480 Biochemistry Laboratory (F, S: 3) Prerequisites: General Chemistry, Organic Chemistry, Biochemistry, plus a working knowledge of algebra through exponential functions.

This course deals with isolation, identification, and typical reactions of micro- and macro-biomolecules in both theory and practice. Attendance at a weekly four-hour laboratory and a quiz section is required.

Maria Bade

BI 490 Tutorial in Biology (F, S: 3)

Prerequisite: Permission of the instructor and

Chairperson

A directed study through assigned readings and discussions of various areas of the biological sciences.

The Department

BI 493-495 Current Concepts in Cancer Chemotherapy* (F: 3-S: 3)

Prerequisite: Permission of instructor A laboratory course for juniors and seniors interested in learning some of the specific techniques of cancer research. Group meetings once a week and meetings with each student individually two or three times a week. This course may be taken for four semesters. It can count for a maximum of two upper division electives toward the biology major requirement.

William D. Sullivan, S.J.

BI 496-498 Seminar in Carcinogenesis (F: 1-S: 1)

Various biochemical, immunological and therapeutic studies will be reviewed. Required of all students enrolled in B1 493–495.

William D. Sullivan, S.J.

BI 510 General Endocrinology (S: 3)

Prerequisite: B1 200-202

A study of phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week.

Jolane Solomon

BI 515 Biophysical Chemistry (F: 3) Lectures on the properties and functional interrelationships of proteins and nucleic acids with emphasis on the principal physiochemical techniques used for the study of macromolecules. Donald J. Plocke, S.J.

BI 530 Somatic and Haploid Genetics (S: 3)

A general survey of the most recent developments in haploid and somatic genetics. It emphasizes *in vitro* studies on both plant and animal materials.

Yu-Chen Ting

BI 531 Somatic and Haploid Genetics Laboratory* (S: 1)

One two-hour laboratory per week. Required of all students taking BI 530.

BI 538 Biology of Cell Cycle (F: 3)
A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed.

William D. Sullivan, S.J.

BI 540 Immunology (F: 3)

Prerequisites: BI 200–202, CH 109–110
The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. non-self (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest speakers. Two seventy-five minute lectures per week.

Allyn H. Rule

BI 548 Comparative Animal Physiology (S: 3)

Prerequisites: BI 200-202

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live, and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

Maria L. Bade

BI 552 Developmental Neurobiology (F: 3) This course surveys the development of the vertebrate nervous system at the organismal, cellular and subcellular levels. Emphasis is placed upon the origin of neurons and glial cells and on their cell-surface interactions during development. The influence of hormones and gene mutations on nervous system development is also covered. This course is appropriate for advanced undergraduates and beginning graduate students. Thomas Seyfried

BI 554 Principles of Mammalian Physiology (F: 3)

Prerequisite: BI 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

Grant W. Balkema

BI 556 Developmental Biology (S: 3)
Prerequisites: BI 300 or permission of instructor Modern aspects of developmental biology with

emphasis on molecular and cellular interaction in developmental processes. William H. Petri

BI 562 Neurophysiology: A Systems Approach (S: 3)

Prerequisite: BI 554 or permission of the instructor

This course is intended for advanced undergraduates or graduate students. The course will cover the biophysics of membranes, nerve and muscle physiology, the neuromuscular junction, the neuronal synapse, and sensory physiology with emphasis on the visual system.

> Grant W. Balkema William J. Brunken R. Douglas Powers

BI 570 Nucleic Acid Biochemistry

Prerequisite: BI 302 (Principles of Genetic Analysis), and two semesters of Biochemistry or equivalent (BI 435 plus BI 440; or CH 561 plus CH 562); or permission of instructor. This course provides an in-depth treatment of the molecular biology and biochemistry of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. The emphasis will be on the primary scientific literature, covering such topics as nucleosome and chromatin structure, DNA replication, gene regulation and transcription, and RNA processing.

Anthony T. Annunziato

Chemistry

Faculty

Professor Joseph Bornstein, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Michael J. Clarke, A.B., Catholic University; M.S., Ph.D., Stanford University

Professor Paul Davidovits, B.S., M.S., Ph.D., Columbia University

Professor Evan R. Kantrowitz, A.B., Boston University; A.M., Ph.D., Harvard University

Professor T. Ross Kelly, B.S., Holy Cross College; Ph.D., University of California at Berkeley

Professor Jeong-long Lin, Chairperson of the Department

B.S., M.S., National Taiwan University; Ph.D., Queen's University at Ontario

Professor Yuh-kang Pan, B.S., National Taiwan University; Ph.D., Michigan State University

Professor Dennis J. Sardella, B.S. Boston College; Ph.D., Illinois Institute of Technology

Professor George Vogel, B.S., D.Sc., Prague Technical University

Associate Professor O. Francis Bennett, B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

Associate Professor E. Joseph Billo, Jr., B.S., M.S., Ph.D., McMaster University

Associate Professsor David L. McFadden, A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Associate Professor Martha M. Teeter, B.A., Wellesley College; Ph.D., Pennsylvania State University

Assistant Professor James E. Anderson, B.S., Michigan State University; M.S., Ph.D., University of Michigan

Assistant Professor Larry W. McLaughlin, B.Sc., University of California at Riverside; Ph.D., University of Alberta

Assistant Professor Udayan Mohanty, B.Sc., Cornell University; Ph.D., Brown University

Assistant Professor Mary F. Roberts, A.B., Bryn Mawr College; Ph.D., Stanford University

Program Description

The Chemistry Department offers a flexible curriculum to those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. Two levels of concentration are offered to the chemistry major. First, there is the professional degree program intended for students who wish to prepare for graduate school as well as for those who will enter the chemical profession directly from college. Second, there is a degree program requiring a lesser concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology. The Chemistry Department is approved by the ACS Committee on Professional Training.

Requirements (for other than incoming freshmen): 2 semesters of general chemistry (CH 109-110, or 117-118) and laboratory; 2 semesters of organic chemistry (CH 231-232, or 241-244) and laboratory; 1 semester of analytical chemistry (CH 351) and laboratory; 2 semesters of physical chemistry (CH 475-476); 1 semester of inorganic chemistry (CH 520); 3 advanced electives (numbered in the 500's) one of which must include a laboratory as part of the course. Physics and calculus are taken in the first year along with general chemistry. A third semester of calculus should be taken the second year. Two semesters of German are strongly recommended and should be taken during the first three years. For the professional degree program, the recommendations of the American Chemical Society's (ACS) Committee on Professional Training should be followed: a second semester of analytical chemistry; a semester of qualitative organic analysis, one semester of physical chemistry laboratory, advanced work in senior year in the traditional areas of chemistry or in areas such as independent research or advanced courses in mathematics or sciences given outside the Department.

Incoming freshmen (Class of 1992) will observe the following sequence:

First year: CH 109-110 General Chemistry with Laboratory (or CH 117-118 Honors General Chemistry with Laboratory); PH 211-212 Introduction to Physics with Laboratory; MT 102-103 Calculus; 2 semesters of English; 2 semesters of Core.

Second year: CH 231-232 Organic Chemistry with Laboratory; CH 351 Analytical Chemistry with Laboratory; CH 371 Introduction to Inorganic Chemistry with Laboratory; MT 204 Calculus; 1 semester of an Elective; 3 semesters of Core

Third year: CH 475-476 Physical Chemistry; CH 555-556 Advanced Chemistry Laboratory; 2 semesters of Core; 4 semesters of Electives.

Fourth year: CH 520 Principles of Inorganic Chemistry; 7 semesters of Electives.

The above meets the requirement for a B.Sc. degree in Chemistry at Boston College. For the degree to be certified by the American Chemical Society, two of the Electives listed must be Advanced Chemistry Electives (courses numbered CH 500-599), except that CH 561-562 are not recommended as advanced electives.

Biochemistry Major

Refer to the Biochemistry section of this Bulletin for a description of this interdisciplinary major.

Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee. All courses numbered CH 500 through CH 999 have as a prerequisite previous courses in organic, analytical, and physical chemistry.

CH 105-106 Chemistry and Society (F: 3-S: 3)

A course designed for those not majoring in the natural sciences. The structure and methodology of science as exemplified by chemistry is treated along with the practical effects of chemistry upon society. The application of chemical principles to environmental problems will be stressed. No prior knowledge of chemistry is required. No laboratory. The course is applicable to the University Core requirement. CH 105 is a prerequisite for CH 106.

Robert F. O'Malley

CH 109–110 General Chemistry (F: 3–S: 3) Prerequisite: One year of high school chemistry This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the University Core requirement. Corequisites CH 111–112, MT 100–101 or 104–105.

T. Ross Kelly Udayan Mohanty Yuh-kang Pan

CH 111-112 General Chemistry Laboratory* (F: 1-S: 1)

Laboratory required of all students enrolled in CH 109–110. One three-hour period per week.

Paul Davidovits

T. Ross Kelly Jeong-long Lin Udayan Mohanty Yuh-kang Pan George Vogel

CH 117-118 Honors General Chemistry (F: 3-S: 3)

Prerequisite: One year of high school chemistry An intensive and demanding course in the fundamentals of chemistry for the prepared and motivated student. Prior knowledge of calculus is helpful, but not required. Corequisite: CH 119-120.

E. Joseph Billo

CH 119-120 Honors General Chemistry Laboratory* (F: 1-S: 1)

Laboratory required of all students enrolled in CH 117-118. One three-hour period per week. Corequisite: CH 117-118. E. Joseph Billo

CH 131-132 Contemporary Chemistry (F: 3-S: 3)

A study of basic chemical principles and a description of the properties of the elements and compounds of interest and importance in contemporary life. More emphasis will be given to organic compounds, since they are so pervasive. The course is intended for non-science majors for whom chemistry or a laboratory science is a requirement. CH 131 is a prerequisite for CH 132. CH 133 and CH 134 are corequisites.

Pushkar N. Kaul

CH 133-134 Contemporary Chemistry Laboratory* (F: 1-S: 1)

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 131–132.

The Department

CH 151 (SA 319) The Applications of Science—Communication (F: 3)

This course is designed primarily for those not majoring in the natural sciences. The aim of the course is to acquaint the student with the principles and devices of communication technology. Electromagnetic theory will be explained and the operation of devices based on the theory will be described. The following will be the main topics: TELEGRAPH, TELE-PHONE, RADIO, SOUND REPRODUC-TION, TELEVISION, SEMICONDUCTORS, AND LASERS. Through individual projects each student will explore the role of communication technology in a field of his or her own interest. A previous science background is not necessary for the understanding of this course. All basic concepts underlying the technology will be explained without the use of mathematical formalism. The course is applicable to the University Core requirement. Paul Davidovits

CH 231–232 Organic Chemistry (F: 3–S: 3) *Prerequisites:* CH 109–110 or 123–125

An introduction to the chemistry, properties, and uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds. Corequisite CH 233–234 or CH 237–238

Joseph Bornstein

Dennis J. Sardella George Vogel

CH 233-234 Organic Chemistry Laboratory* (F: 1-S: 1)

Laboratory required of all students enrolled in CH 231–232. One four-hour period per week. Corequisite CH 231–232. Joseph Bornstein Dennis J. Sardella George Vogel

CH 237-238 Accelerated Organic Chemistry Laboratory* (F: 1-S: 1)

An introduction to the techniques and reactions of organic chemistry on the micro scale. Corequisite CH 231-232 Dennis J. Sardella

CH 351 Analytical Chemistry (F: 4) Prerequisite: CH 109–110 or CH 117–118 A study of the fundamental chemical laws and

the theory of solutions as applied to analytical

chemistry. Volumetric and gravimetric methods will be emphasized in the first semester and instrumental procedures in the second semester. Corequisite CH 353. E. Joseph Billo

CH 353 Analytical Chemistry Laboratory* (F: 0)

Laboratory required of all students enrolled in CH 351. One four-hour period per week. Corequisite CH 351–352

E. Joseph Billo

CH 391-392 Undergraduate Research (F: 3-S: 3)

Prerequisites: Two semesters each of Calculus and Organic Chemistry, and the consent of the Chairperson of the Department. CH 591–592 cannot be taken concurrently.

Undergraduates who have shown exceptional ability engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques. A written report and an oral presentation are required.

The Department

CH 399 Scholar of the College

See College of Arts and Sciences section of this Bulletin.

CH 473 Physical Chemistry (Biochemistry Majors) (S: 3)

Prerequisites: CH 231–232, MT 100–101, PH 211–212 (or equivalent)

An introduction to physical chemistry. Topics covered are: thermodynamics, chemical kinetics, and simple transport processes such as diffusion and heat conduction. Applications to biochemical systems are emphasized.

Jeong-long Lin

CH 475 Physical Chemistry I (F: 3)

Prerequisites: 3 semesters of Calculus, 2 semesters of Physics, 2 semesters of Organic Chemistry

Fundamental principles and applications of equilibrium thermodynamics.

David L. McFadden

CH 476 Physical Chemistry II (S: 3)

Prerequisite: CH 475

An introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules.

David L. McFadden

NOTE: All courses numbered CH 500 through CH 999 have as a prerequisite previous courses in organic, analytical, and physical chemistry except CH 561–562.

CH 520 Principles of Inorganic Chemistry (F: 3)

An introduction to the principles of inorganic chemistry with emphasis on structure, bonding, and reactivity.

Michael J. Clarke

CH 532 Introduction to Macromolecular Chemistry (S: 3)

An introduction to the organic and physical chemistry of large polymeric molecules. The syntheses of these molecules via condensation, chain polymerization, and ring-opening will be covered as well as the structures and modifications of naturally occurring polymers. Physical properties such as mechanical and elastic behavior, solubility, and solution thermodynamics will be discussed. Finally, one lecture will touch upon the interface with chemical engineering in the scaling-up of chemical processes and

also the interface with the world of chemical patent law.

Lloyd D. Taylor

CH 534 Organic Synthesis (S: 3)

The most useful reactions of organic chemistry are discussed in detail and practical applications are made.

Joseph Bornstein

CH 535 Physical Organic Chemistry (S: 3) This course will survey the methods commonly used to elucidate the mechanisms of organic reactions, including kinetics, isotope effects, linear free energy relationships, and stereochemical probes. Methods for the characteriation and observation of reactive intermediates will also be discussed (e.g., NMR, ESR and CIDNP, chemical trapping, etc.). We will assume a working knowledge of basic organic chemistry (equivalent to the content of CH 231-2) as well as an acquaintance with the basic ideas of NMR and molecular orbital theory (nonmathematical). The format of the course will be lecture, with some problem discussion.

Dennis I. Sardella

CH 537 Mechanistic Organic Chemistry (F: 3)

Underneath the seemingly limitless variety of transformations encountered in organic chemistry lies a relatively small number of mechanistic types which constitute an organizing and predictive tool of considerable power for the chemist. This course will survey the major mechanistic types and the commonly encountered reactive intermediates from the standpoint of the organic chemist interested in a practical understanding of the relationships between reactants and products of organic reactions.

Joseph Bornstein

CH 538 Organic Spectroscopy (F: 3)

The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at an intermediate level, but no prior knowledge of the field is assumed.

George Vogel

CH 541 Determination of Organic Structures (S: 4)

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him or her a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separative techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite CH 543

O. Francis Bennett

CH 543 Determination of Organic Structure Laboratory* (S: 0)

Laboratory required of all students enrolled in CH 541. Two three-hour laboratory periods per week. Corequisite CH 541

O. Francis Bennett

CH 555-556 Advanced Chemistry Laboratory (F, S: 3)

This is a two-semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed. The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment. James E. Anderson

CH 561–562 Biochemistry (F: 3–S: 3) Prerequisite: CH 231–232 or equivalent An introductory course in Biochemistry. Topics will include structure, function, and synthesis of proteins and nucleic acids; bioenergetics; kinetics, mechanism, and control of biochemical reactions; intermediary metabolism; photosynthesis; and an overview of experimental methods. Larry W. McLaughlin Martha M. Teeter

CH 567 Protein Structure and Function (S: 3)

Prerequisite: CH 231–232 or equivalent Recommended: CH 561–562 or BI 435–440 and CH 474–475. Or permission of instructor. An introduction to methods of structural analysis of proteins and peptides from an experimental and theoretical viewpoint, and their relationship to protein function. Topics will include X-ray diffraction, molecular modelling methods, and illustrative protein structures.

Martha M. Teeter

CH 572 Quantum Chemistry and Spectroscopy (F: 3)

A development of the principles of quantum mechanics as they apply to chemistry. The molecular orbital method is used for the theoretical treatment of electronic structure and reactions. Molecular spectroscopy, including an introduction to group theory and rotational, vibrational, and electronic spectroscopy.

Yuh-kang Pan

CH 579 Introduction to Statistical Mechanics (S: 3)

The course emphasizes the basic tools of equilibrium statistical mechanics: microcanonical, canonical, and grand-canonical ensembles, fluctuations in these ensembles, Fermi-Dirac and Bose-Einstein statistics, cluster expansion, and perturbation theories of liquid structure.

Udayan Mohanty

CH 591-592 Introduction to Chemical Research (F: 3-S: 3)

The essential feature of this course is an independent research project performed under the supervision of a faculty member. This is a two-semester course and may not be taken for only one semester. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques. A written report is required at the end of the second semester.

The Department

CH 593-594 Introduction to Biochemical Research (F: 3-S: 3)

Independent research in Biochemistry to be carried out under the supervision of a faculty member. This is a two-semester course and may not be taken for only one semester. A written report and an oral presentation are required at the end of the second semester. The two semesters together fulfill one advanced Biochemistry elective.

The Department

Other courses, offered by the Department on a non-periodic basis:

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CH 152	Applications of Science—Energy
CH 154	Applications of Science—Material
CH 536	Organic Synthesis Laboratory
CH 565	Structure, Function and Reactivity of Nucleic Acids
CH 566	Bio-inorganic Chemistry
CH 568	Advanced Biochemistry and Enzy mology
CH 569	Enzyme Mechanisms
CH 573	Quantum Chemistry and Molecula Structure
CH 577	Spectroscopy
CH 580	Dynamics of Simple Liquids
CH 581	Electrochemistry

Analytical Separations

Classical Studies

Faculty

CH 583

Associate Professor Eugene W. Bushala, B.A., Wayne State University; M.A., Ph.D., Ohio State University

Associate Professor David H. Gill, S.J., B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Associate Professor Dia M.L. Philippides, Chairperson of the Department

B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Assistant Professor Charles F. Ahern, Jr., B.A., Wesleyan University; M.Phil., Ph.D. Yale University

Program Description

There are several programs in Classical Studies. They approach a liberal education through the study, both in original languages and in English, of two literatures which have exercised a profound influence in the formation of Western culture: the ancient Greek and the ancient Roman.

The Department offers courses under three headings. (1) Courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages. (2) Courses in Greek and Roman literature and culture, taught in English and designed to acquaint a student broadly with the ancient world. Through cooperation with other departments courses are available also in ancient history, art, philosophy, and religion. (3) Advanced reading courses in ancient authors and genres, taught in the original languages.

There are four different ways in which a student may major in Classical Studies. The requirements for each are as follows:

Major in Classics: 12 courses. Ten courses must be in the original languages and may include a maximum of two elementary courses. The other two courses may be taken either in the original languages or in related areas of ancient studies.

Major in Latin: 10 courses. Seven courses must be taken in Latin above the elementary

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level. The other three courses may be taken in Greek or in related areas of ancient studies.

- Major in Greek: 10 courses. Seven courses must be taken in Greek above the elementary level. The other three courses may be taken in Latin or in related areas of ancient studies.
- Major in Classical Civilization: 12 courses. The courses fall into two broad areas, language and culture, with a somewhat greater emphasis on the latter. Requirements:
- (a) Six courses in Latin and Greek, including at least two above the elementary level. A student who upon entering the program does not need elementary courses may substitute extra courses under heading (b).
- (b) Six (or more) courses in the areas of ancient history, art, philosophy, religion, mythology, etc.

Several courses which apply to the various major programs in Classical Studies are offered in other departments, for instance, in History, Philosophy, Fine Arts, Slavic, Romance Languages, Political Science, and Theology. A student should consult at registration time with Departmental advisors in Classics before selecting courses. The Department also offers courses in Modern Greek language and literature.

Course Offerings

I. Elementary and Intermediate Languages

CL 010-011 Elementary Latin (F: 3-S: 3) This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Eugene W. Bushala Maria Kakavas Dia M.L. Philippides

CL 020-021 Elementary Ancient Greek (F: 3-S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study.

David Gill, S.J.

CL 052-053 Intermediate Ancient Greek (F: 3-S: 3)

A review of the essential grammar of Elementary Greek and an introduction to Greek literature.

John Shea

CL 056-057 Intermediate Latin (F: 3-S: 3)
A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry. Charles Ahern John Shea

CL 060-061 Elementary Modern Greek

An introduction to the study of Demotic Greek. This course will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.

Offered alternate years

Maria Kakavas

CL 070-071 Intermediate Modern Greek (F: 3-S: 3)

Prerequisite: Elementary Modern Greek or equivalent

This second-year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such as Kazantzakis, Myrivilis, Seferis, Samarakis, Tachtsis and Elytis.

Maria Kakavas

II. Greek and Roman Culture

The reading for these courses is entirely in English, and no acquaintance with the Greek or Latin language is presumed. A student who wishes to do some of the reading in the original languages may consult the instructor.

CL 101 Introduction to the Modern Greek World (F: 3)

An introduction to the geography, history, literature, religion, art, politics, and culture of contemporary Greece. This course aims at presenting an overall view and sensitive understanding of the current state of the country, taking into account Greece's liminal position between East and West, her recent attachment to the European Community, and the strong residual tradition of ancient Greece and Byzantium. The course is offered entirely in English. It serves as an excellent preparation for anyone seriously interested in visiting Greece and seeing beyond the walls of the Hilton Hotel. It also forms a basis for any further study of Greece. Dia M.L. Philippides

CL 110 Medical Terminology (F: 3)

A study of the formation, meaning, and use of scientific terminology intended primarily for biology, pre-medical and pre-dental students. The subject matter will be those prefixes, suffixes, and stems of Greek and Latin words appropriated in the creation of English scientific vocabulary. No prerequisites. The only requirements are a textbook, an active memory, and noteworthy attendance. The course material will involve some simple linguistic principles of word formation. The prime concérn will be to teach the rudiments of scientific terminology so that the student will be able to perceive at a glance the components of chiefly biological and medical words.

Students who have taken EN 572 may not take this course for credit. Eugene W. Bushala

CL 112 English Etymology (S: 3)

This course has a double purpose: to increase one's vocabulary and to introduce students to the etymology of English vocabulary that has come from ancient Greek and Latin. No prerequisites. Naturally it demands persistent effort, daily participation, and a lively memory. Students will learn a large number of word stems, prefixes, and suffixes derived from Greek and Latin as well as some general principles of word-formation. Lectures and discussion.

Students who have taken CL 110 or EN 571 may not take this course for credit.

Eugene W. Bushala

CL 175 Modern Greek Novels and Short Stories

A survey of highlights of Greek prose-writing starting with 19th century works such as *Pope Joan* (E. Roidis) and "My Mother's Sin" (G. Vizyenos), continuing through the turn of the century with *The Murderess* (A. Papadiamantis), *Life in the Tomb* (S. Myrivilis), *Zorba the Greek* (N. Kazantzakis), and concentrating mostly on contemporary works including *The Plant, The Well, The Angel* (V. Vassilikos, author of *Z*), *The Third Wedding* (K. Taktsis), "Fifty-fifty to Love"

(from *The Double Book* of D. Hatzis), "The Dogs of Seikh-Sou" (G. Ioannou), *The Flaw* and short stories (A. Samarakis). The course is offered entirely in English.

Offered alternate years

Dia M.L. Philippides

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CL 176 Modern Greek Drama

A survey of highlights of modern Greek drama beginning with the remarkable plays of the Cretan Renaissance (e.g., the tragedy Erofili), and centering mainly on the 20th century, with plays such as Tragedy-Comedy (N. Kazantzakis), The Courtyard of Miracles (I. Kambanellis), The City (L. Anagnostaki), The Ear of Alexander (K. Mourselas), The Wedding Band (D. Kehaides), The Match (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English.

Offered alternate years Dia M.L. Philippides

CL 202 Classical Greek Drama in Translation (S: 3)

Selected plays from 5th-century Attic drama, including most likely Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials, and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

This course would be of interest to students of the theater, English and other literatures influenced by the form and content of classical drama.

For students of the Classics provision may be made for reading certain portions in Greek.

Dia Philippides

CL 212-213 (FA 211-212) Art of the Ancient Mediterranean World (F: 3-S: 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The Fall Term will begin with Egypt and Mesopotamia, and will emphasize Greek Art, through Philip and Alexander the Great, to the beginning of the Roman Empire.

The Spring Term will be devoted to Roman Art in its broadest sense, beginning with the Hellenistic world after Alexander the Great and moving to Etruscan and Greek Italy in the Roman Republic, and then to the Roman Empire.

Cornelius Vermeule

CL 219 (FA 311) Greek Art and Archaeology (F: 3)

The art of Ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever-changing and evolving style, Greek Art embodies the highest artistic ideals of the Western World. This course will present major aspects of Greek Art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the Age of Pericles. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

CL 223 History of Ancient Greece: Part I

This is a two-semester course. Either semester can be taken independently of the other.

In Part I (Fall term) there will be two large topics: 1) the reconstruction of Early Greek History on the evidence of legend (Homer) and archaeology, and 2) the emergence and character of the Greek polis (city-state), with special emphasis on Sparta and Athens. The term will close with the Persian Wars (499-479 B.C.).

Reading will include a one-volume history of Greece and selections from primary sources: Homer, Herodotus, Aristotle, Plutarch, inscriptions. Also, slides of principal sites and other physical evidence (pottery, sculpture, architecture). David Gill, S.J.

CL 224 History of Ancient Greece: Part II (S: 3)

This is a two-semester course. Either semester can be taken independently of the other.

In Part II (Spring term) the main focus will be on "Classical" Athens in the fifth century B.C. (479-404). Topics will include the fully developed democracy: how it worked and for whom?; "Making a Living;" magistrates, assembly and law courts; the Empire and its relation to democracy at home; the festivals; the Peloponnesian War; contemporary critiques of democracy. The final quarter of the course will cover 404 - 323 B.C. ending with Alexander's conquests and the Hellenization of the East. A new world and a new period of history.

Reading will include a one-volume history of Greece and from the primary sources: Thucydides; some comedies of Aristophanes; selections from the political speeches of Demosthenes and Isocrates; inscriptions. Slides and museum visits for art and architecture. David Gill, S.J.

CL 225 The Odysseus Theme (F: 3)

This course will trace the career of Odysseus as wanderer and hero in the Greek and Roman worlds. We will treat both Odysseus himself and figures who, in undertaking journeys of various sorts, call him to mind. The major readings will be in Homer, Virgil, and Apuleius, but there will be readings also in Greek drama and philosophy and in a modern novel. The course is emphatically a discussion course. Enrollment limited to 30. Charles Ahern, Jr.

CL 226 The Augustan Age (S: 3)

This course will investigate the flourishing of Roman culture in its "golden age," that is, in the half-century dominated by the figure of Augustus Caesar. We will deal synthetically with its literature, art, and religion, as well as with its political and social history in an effort to see it whole and so to understand the living context in which the most familiar monuments of Roman classicism were produced. Readings in Virgil, Ovid, and other poets, in the historians Suetonius and Dio Cassius, and in various sources on religion, art, and social life. Enrollment limited to 30. Charles Ahern, Jr.

CL 230 Classical Mythology (S: 3)

This course will introduce the chief gods, goddesses, and heroes of the Greeks and Romans and the stories told about them. We will consider the facts of the stories, their influence on Western art and literature, and the problems of interpretation that they pose-just what are "myths" and what can be said about them? There will be readings in both ancient sources and modern sources. Constant reference will

be made to the legacy of classical mythology in Western art, literature and psychology. All readings will be in English; there are no prerequisites. Maria Kakavas

CL 270-271 Advanced Topics in Modern Greek (F: 3-S: 3)

A seminar or independent study during which the student(s) will be introduced to advanced bibliographic methods and with them investigate a topic (or topics) in Modern Greek literature, linguistics, history or culture. The research will usually lead to the production of a Maria Kakavas paper. Dia M.L. Philippides

CL 306 Classics Pro Seminar: Introduction to Classical (Greek) Scholarship

The course will outline basic approaches to the field of Classical (Greek) Studies, including topics from, and bibliography for, the study of: ancient Greek literature, textual criticism, epigraphy, paleography, papyrology, patristics, linguistics, history, art, archaeology, philosophy, religion, and political science. Guest lecturers will be invited. Dia Philippides Offered alternate years

III. Advanced Reading Courses

These courses presume an ability to read Latin or Greek above the intermediate level; reading is primarily in the original languages, unless an instructor makes other arrangements.

CL 316 Plato (F: 3)

A close reading of Plato's Symposium in Greek as a general introduction to his idealism.

Eugene W. Bushala

CL 320 (TH 423) Seminar in Latin Patrology

See course description under TH 423.

Margaret Schatkin

CL 323 (TH 425) Seminar in Greek Patrology (F: 3)

See course description under TH 425. Margaret Schatkin

CL 329 Ovid's Metamorphoses (F: 3)

Reading and discussion of selected stories from Ovid's long narrative poem about mythological transformations. We will consider Ovid's skill as a story teller and his overarching theme of instability in the world of nature and in human personality. Charles Ahern, Jr.

CL 390-391 Readings and Research (F: 3-S: 3) The Department

CL 336 Horace (S: 3)

Reading and discussion of selected Odes in close conjunction with an extensive modern commentary. Through the commentary we shall inquire both into ancient works relevant to the interpretation of particular poems and into modern scholarship on those poems. Knowledge of Greek desirable but not required. Charles Ahern, Jr.

CL 340 Greek Poetry (S: 3)

A reading of a selection of ancient Greek poetry from lyric, elegiac, dramatic, pastoral, and epigrammatic genres. Eugene W. Bushala

CL 368 Theoritus (F: 3)

A reading of the Greek text. Carl J. Thayer, S.J.

Computer Science

Program Description

Arts and Sciences students may either major, minor, or take a concentration in Computer Science. The major and minor programs are administered by the Department of Mathematics and are described below; the concentration is administered by the Computer Science Department in the School of Management and is described under that section of this Bulletin. Program Director for Computer Science: Associate Professor Ned I. Rosen, Department of

The Computer Science Major

The Computer Science major is designed to be both intellectually demanding and practical. There are two components to the course requirements for the major: courses in computers and courses in mathematics.

Ten courses are required in the computer component:

- 1. Structured Programming (MT 550 or MC 140)
- 2. Data Structures (MT 551 or MC 141)
- 3. Assembly Language (MT 572 or MC 260)
- 4. Analysis of Algorithms (MT 583 or MC
- 5. Automata and Computability (MT 585 or MC 385)

6.-

10. Five electives chosen from (D), (E), and (F) below, of which at least three must be advanced Computer Science electives (E).

For the first five courses, each may be taken either from the Computer Science Department or the Mathematics Department, but only one of each may be taken for university credit. Students with a strong interest in mathematics or mathematical applications should take the courses offered by the Mathematics Department, as these courses have a more mathemati-

An entering student who has achieved a score of 4 or higher on the Computer Science AP test should speak to the Program Director for Computer Science about placing out of the first course. In this case, a student would be required to substitute an extra elective to complete the Computer Science major.

For Computer Science majors in the College of Arts and Sciences, the computer science courses taken in the School of Management may be counted towards the 32 courses that must be taken in A&S.

The mathematics component of the Computer Science major is as follows:

- 1. Calculus: MT 102-103 or MT 104-105 or MT 110-111 or MT 112-113 (or an equivalent first-year calculus course)
- 2. Discrete Mathematics:
 - a. MT 243 or MT 216-217
 - b. MT 244, or MT 445 and MT 420, or MT 445 and MT 426

Students considering the Computer Science major are advised to take one of MT 102, 104, 110, or 112 as freshmen and normally should take Structured Programming either in the spring term of their freshman year or in the fall term of their sophomore year. Also, the

entire mathematics component must be completed before taking Analysis of Algorithms and Automata and Computability, so Computer Science majors should plan to complete the mathematics component by the end of the junior year.

Students who wish to double major in Mathematics and Computer Science should take MT 102–103 or MT 112–113 in their first year. Double majors may *not* use the same courses to fulfill both the ten-course computer component for the Computer Science major and the course requirements for the Mathematics major. However, mathematics courses taken to fulfill the Mathematics major requirements *may* be used to satisfy the mathematics component of the Computer Science major.

Computer Science majors who are considering graduate school in Computer Science should plan to complete the five required courses (1-5 above) before taking the GRE achievement test in Computer Science, and, in addition, are urged to include at least two more mathematics courses, including a course in probability/statistics, in their undergraduate programs.

The Computer Science major requirements described above represent a change instituted in September, 1987. Students who entered Boston College before this date may complete the Computer Science major by fulfilling the requirements in place when they first enrolled. The following rules apply.

Computer Component (ten courses required):

- 1. All students entering in September 1987 or later *must* follow the requirements outlined above.
- 2. Any student *may* follow the requirements outlined above.
- 3. Any student entering before September 1987 may complete the computer component by fulfilling the above requirements modified as follows:
 - a. One of the introductory courses (A) may be counted as an elective towards the ten courses required for the computer science
 - b. Automata/Computability (MT 585 or MC 385) is not required, and may be replaced by an elective from (D), (E), or (F). However, students considering graduate school in Computer Science are urged to include MT 585 or MT 385 in their computer component.
 - c. At *least* two of the electives must be advanced Computer Science electives (E).
 - d. At *most* two of the electives may be cognates (F).

Mathematics Component:

- 1. All students entering in September 1987 or later *must* follow the requirements outlined above.
- 2. Any student *may* follow the requirements outlined above, *except*:
 - a. Students who have taken MT 443 (Applied Algebra) cannot take MT 243 for credit, however, for such students, MT 443 may be substituted for MT 243 and the mathematics component can be completed by taking either MT 244 or MT 420 or MT 426.
- b. Students who have taken MT 445 cannot take MT 244 for credit and must take either MT 420 or MT 426 to complete the mathematics component.

3. Any student entering before September 1987 may complete the discrete part of the mathematics component by taking MT 215 or MT 217, plus MT 443 or MT 445, plus MT 420 or MT 426.

The Computer Science major is administered by the Department of Mathematics, and questions about it should be directed to the Program Director for Computer Science.

The Computer Science Minor

The minor program in Computer Science is designed to provide a coherent and demanding course of study in Computer Science for Mathematics majors and other students with a strong secondary interest in Computer Science.

A&S students intending to minor in Computer Science should register with the Program Director no later than fall semester of their junior year. In addition, they must see the Program Director in their senior year, when the six courses to be taken have been determined.

Six courses are required for the minor:

- 1. Introductory—MT 008 or MT 063 or MC 021
- 2. Structured Programming—MT 550 or MC 140
- 3. Data Structures-MT 551 or MC 141
- 4. Assembly Language—MT 572 or MC 260 5

and

6. Two electives, chosen from categories (C) (theory courses) and/or (E) (advanced electives) below.

The first course in the minor may be waived for students entering with significant programming experience; the first two courses may be waived for students who have achieved a score of 4 or higher on the Computer Science AP test. In both of these cases, however, a student must substitute electives chosen from (C), (D), and (E) for the waived courses.

The Computer Science minor is administered by the Department of Mathematics, and questions concerning the program, including placing out of courses, should be addressed to the Program Director for Computer Science.

Course Offerings

Courses in Computer Science are offered in the Mathematics Department and in the Computer Science Department, and certain courses are offered in both departments (for these courses, listed below in (B) and (C), only one version may be taken for credit; in addition, only one of the introductory courses in (A) may be taken for credit). The following list summarizes the Computer Science curriculum for undergraduates; for course descriptions, see the Mathematics section for MT courses, or Computer Science (in the School of Management section) for MC courses.

A. Introductory courses:

MC 021, Computers for Management MT 008, Introduction to Computers and Programming

MT 063, Mathematical Analysis and the Computer

B. Programming core:

MT 550 or MC 140, Structured Programming

MT 550 or MC 141, Data Structures MT 572 or MC 260, Assembly Language and Computer Organization

C. Theory Courses:

MT 583 or MC 383, Design and Analysis of Algorithms

MT 585 or MC 385, Automata, Formal Languages, and Computability

D. Intermediate Electives:

MC 252, Systems Analysis MC 254, Business Systems

MC 690, Ethical Issues in Computer Use

E. Advanced Electives:

MT 566, Programming Languages

MT 568/MC 633, Computer Graphics

MT 577/MC 652, Microcomputer Systems

MC 357, Database Systems

MC 359, Artificial Intelligence

MC 362, Operating Systems

MC 371, Compilers

MC 373, Robotics

MC 374, Topics in Computer Science

MC 611, Digital Systems Laboratory

MC 622, Prolog

MT 599/MC 399, Reading and Research in Computer Science

F. Cognates for the Computer Science major: MT 414, Numerical Analysis

MT 435-436, Mathematical Programming

MT 860-861, Mathematical Logic

MQ 604, Operations Research

MQ 605, Simulation Methods

MQ 606, Forecasting Techniques

Economics

Faculty

Professor James E. Anderson, A.B., Oberlin College; Ph.D., University of Wisconsin

Professor David A. Belsley, A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Professor Frank M. Gollop, A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Professor Peter Gottschalk, B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Professor William B. Neenan, S.J., A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

Professor Joseph F. Quinn,

Chairperson of the Department A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Professor Donald K. Richter, B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Professor Leon Smolinski, A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

Professor Donald J. White, B.S., Boston College; A.M., Ph.D., Harvard University; Dean, Graduate School of Arts and Sciences

Associate Professor Christopher F. Baum, A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Associate Professor Donald Cox, B.S., Boston College; M.S., Ph.D., Brown University

Associate Professor André Lucien Daniére, Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University Associate Professor Scott J. Freeman, B.A., University of Wisconsin; Ph.D., University of Minnesota

Associate Professor Marvin C. Kraus, B.S., Purdue University; Ph.D., University of Minnesota

Associate Professor Francis M. McLaughlin, Assistant Chairman of the Department B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Joe Peek, B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Associate Professor Harold A. Petersen, A.B., DePauw University; Ph.D., Brown University

Associate Professor Richard W. Tresch, A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Assistant Professor Robert J. Cheney, S.J., A.B., A.M., Saint Louis University; S.T.L., Weston College; Ph.D., Georgetown University

Assistant Professor Timothy S. Erickson, B.A., California State University at Fullerton; M.A., Ph.D., University of California at Los Angeles

Assistant Professor Christopher C. Maxwell, A.B., University of Pennsylvania; A.M., Ph.D., Harvard University

Assistant Professor Bruce Mizrach, A.B., Tufts University; Ph.D., University of Pennsylvania

Assistant Professor Robert G. Murphy, B.A., Williams College; Ph.D. Massachusetts Institute of Technology

Assistant Professor Stephen Polasky, B.A., Williams College; M.A., London School of Economics; Ph.D., University of Michigan

Instructor E. Scott Mayfield, B.A., Williams College; Ph.D. (cand.), University of Pennsylvania

Program Description

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory course, EC 131-132, is a survey of economic problems, policies, and theory; and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade, international finance, law and economics, public sector economics, economic development, American economic history, capital theory and finance, Soviet economics, comparative economic systems, labor economics, statistics, econometrics, industrial organization, consumer economics, history of economic thought, modern political economy, regulation, transportation economics, women in the American economy, and urban economics. A total of ten three-credit courses is required for the major, including Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 157), Microeconomic Theory (EC 201 or 401), Macroeconomic Theory (EC 202 or 402), and any five electives.

Students from the School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including Principles of Economics (EC 131, 132), Microeconomic Theory (EC 201 or 401), Macroeconomic Theory (EC 202 or 402), Economic Statistics (EC 151 or 157), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131–132) and Statistics (EC 151 or EC 157).

A student choosing to do honors work in economics, whether in a college honors program or not, does independent research and writes an honors thesis under the guidance of an individual professor. The thesis proposal must be approved by the Department Honors Committee and must be begun by the initiation of classes in the fall term of senior year. Honors students should also select the following courses: Honors Microeconomic Theory (EC 401), Honors Macroeconomic Theory (EC 402), and three additional courses at the 400 level, e.g., the Departmental Seminars. One of these courses may be Econometrics (EC 428). There is also a comprehensive examination at the end of the senior year.

Honors is conferred by a vote of the Honors Committee at the end of the student's senior year. Students planning to do graduate work should enter the honors program. Students with truly outstanding records are also encouraged to elect one or more graduate courses in their junior or senior years.

Non-honors students with strong analytical ability are urged to fulfill their micro and macro theory requirements by taking EC 401 and EC 402 rather than EC 201 and EC 202, and replace some of the regular electives with Departmental Seminars. Students with good mathematical backgrounds should take EC 157 rather than EC 151 to meet the statistics requirement and they should also take EC 428, Econometrics. Students planning to do graduate work in economics should be sure to take EC 711, Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

The major in Economics provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists may take up positions as college teachers, as researchers for government agencies or business firms, as administrators or in management positions.

Course Offerings

Normally, students must take both EC 131 and EC 132 before taking any other Economics courses. Exceptions are EC 151 and EC 341–343 for which there are no prerequisites. EC 131 and EC 132 are offered in both semesters and may be taken in either order. They also satisfy the Social Sciences Core requirement.

Students considering Principles should know the fundamentals of high school algebra, especially the algebra and geometry of a straight line.

Faith, Peace and Justice Program

The Economics Track for students of the Faith, Peace and Justice program consists of the following four courses:

- 1. Principles of Economics. Full year, EC 131 and 132 (or EC 133, 132).
- 2. Microeconomic Theory. EC 201 or equivalents (EC 134, EC 401).
- 3. Any one elective from the following: Law and Economics (EC 338); Welfare Economics (EC 339); Topics in Modern Political Economy (EC 357 or 358).

These requirements apply both to majors and nonmajors.

EC 131 Principles of Economics I-Micro (F, S: 3)

Analysis of prices, output, and income distribution through the interaction of households and business firms in a free-enterprise economy. Government intervention and alternative systems are examined, and basic analytical tools are applied to current economic problems.

The Department

EC 132 Principles of Economics II-Macro (F, S: 3)

Analysis of national income and employment, fluctuations in income, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. Particular attention will be paid to problems of inflation and unemployment in the U.S. economy.

The Department

EC 151 Economic Statistics (**F, S: 3**) Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

The Department

EC 157 Economic Statistics: Honors Level (F, S: 3)

Prerequisite: Calculus

A more intensive analytical treatment of the topics covered in EC 151. Timothy Erickson

EC 201 Microeconomic Theory (F, S: 3) This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium.

The Department

EC 202 Macroeconomic Theory (F, S: 3) This course is intended to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian cycle and growth models. The Department

EC 299 Independent Study (F, S: 3)
The student works under the direction of an individual professor.

The Department

EC 332 American Economic History (F, S: 3)

Study of the causes and social and institutional changes of American economic growth from colonial times to the 20th century. Economic models will suggest primary causes; alternative viewpoints will also be considered.

James Anderson

EC 333 History of Economic Thought (F, S: 3)

A chronological survey of the main trends of Western economic thought (especially theory) from ancient times to the early and mid forties (1940's)

After a rapid overview of the foundations begun among the Greeks and Romans and culminating in the 17th and 18th centuries, the main thrust of the course is a presentation of the leading economists from the Physiocrats through Keynes.

The development of economic theories and policies will be constantly related to the socio-economic and intellectual (philosophical) background of their times. ** Robert J. Cheney, S.J.

EC 337 Women in the American Economy (S: 3)

Some of the complex issues involved in the participation of American women in major areas of economic activity are analyzed. Particular attention is given to an evaluation of the traditional division of labor between the sexes.

Mary Oates

EC 338 Economic Analysis of Law (S: 3) Prerequisite: EC 201 or 401, or permission of the instructor

In this course, we utilize microeconomic analysis to evaluate the "performance" of legal institutions, with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

Christopher Maxwell

Francis M. McLaughlin

EC 340 Labor Economics (F, S: 3)
This course will introduce students to the methodology of labor economics primarily from a neo-classical perspective. The principal emphasis will be on theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; and the determination of wages. Special emphasis on applications of theory and empirical findings to

EC 341 The Consumer Revolution in the World Economy (F: 3)

policy questions.

The Consumer Revolution: the objective, methods and effects of the consumer revolution. Selected areas and industries, e.g., automobiles, credit, health care, food, representing special problems.

Robert J. McEwen, S.J.

EC 343 Consumer Information and Education (S: 3)

The economic problem of inadequate consumer information and the sources and methods of improving consumer information.

There are no prerequisites for this course.

Robert J. McEwen, S.J.

EC 347 Economics of Education (F: 3) Review of empirical evidence and theoretical models concerning the impact of education—its production, distribution and financing—on economic productivity, employment, income distribution, social mobility, and other social indicators, with main reference to (a) the United States and (b) countries at an early stage of their economic development. Application to the design of relevant public policy.

André Daniére

EC 353 Industrial Organization— Competition and Antitrust (F, S: 3)

Prerequisite: EC 201 or EC 401 or permission of the instructor

An analysis of the relationship of market structure to the market conduct of business enterprises, and of each of these to market performance, will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy. Stephen Polasky

EC 354 Industrial Organization-Public Regulation (F, S: 3)

Prerequisite: EC 201 or EC 401 or permission of the instructor

An analysis of sources of market failure which lead to direct governmental regulation. The pitfalls of rate-of-return regulation are identified, as are the mechanisms that can be used to introduce marginal cost pricing into a regulated industry. Principles of deregulation are examined through study of a number of industries including telecommunications, airlines, trucking, railroads and electric utilities. The course evaluates particular problems relating to the regulation of occupational health and safety and the use of environmental resources.

Frank Gollop

d Natural

EC 356 Environmental and Natural Resource Economics (F: 3)

Prerequisite: EC 201 or EC 401
In this course we study environmental and resource policy issues using the tools of microeconomics. Topics include: externalities and public goods; efficient methods of pollution control; an analysis of policies designed to control air and water pollution and pollution from toxic wastes; renewable and non-renewable resources; and the link between economic

Stephen Polasky

EC 361 Monetary Theory and Policy (F, S:

growth, pollution and resource availability.

Prerequisite: EC 202 or 404, or permission of instructor

An analysis of the nature of money and other financial instruments; banks and other financial intermediaries; and central banking in the United States economy. With this background, alternative views of money and economic activity are presented, and the theory and practice of economic stabilization policy are discussed. Relevant topics in international finance are also introduced.

Scott Freeman

EC 365 Public Finance (F, S: 3)

Prerequisite: EC 201 or EC 401 or concurrent; or permission of instructor

An analysis of the micro-economic problems of the public sector in a market economy including: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a good tax system: special problems of state and local governments. The course stresses current U.S. problems.

Catherine Schneider

EC 371 International Trade (F: 3)

Prerequisite: EC 201 or EC 401 or permission of the instructor

An analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated. Also, economic warfare, control of international factor movements, and interaction of trade and economic development.

James Anderson

EC 375 Economic Development (F, S: 3) This course considers the economic characteristics of the less developed countries, the theo-

ries offered as explanations of the sources of development and the principal issues facing policy makers in these countries. *André Danière*

EC 380 Capital Theory and Finance (F, S: 3)

Prerequisite: EC 201 or EC 401 and EC 151 or EC 427 or with permission of instructor Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment.

Harold Petersen

EC 391 Transportation Economics (S: 3) *Prerequisite*: EC 201 or 401, or permission of instructor

This course applies the basic techniques of microeconomic analysis to the transportation industry. Both the institutional framework and public policy issues of freight and passenger transportation are examined. Topics to be covered include (1) pricing policies (2) regulatory reform, and (3) public provision of transportation infrastructure. *Catherine Schneider*

EC 394 Urban Economics (S: 3)

Prerequisite: EC 201 or EC 401

This course deals with the nature and growth of urban areas, with a particular emphasis on such problems as housing, highways and public transit, the tax base, and provision of public services.

Richard Arnott

EC 398 Comparative Economic Systems (S: 3)

The main purpose of this course is to acquaint the student with the operational principles of noncapitalist economic systems such as democratic socialism, Soviet type economies, and Yugoslav market socialism. Special attention is given to the theory and practice of economic planning and to the ways in which various economic systems attempt to achieve rapid growth, efficient resource allocation, and social welfare.

M. Serif Sayin

EC 401 Microeconomic Theory Honors Level (F: 3)

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Donald Cox

EC 402 Macroeconomic Theory Honors Level (S: 3)

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics. *Joe Peek*

EC 428 Econometrics (F, S: 3)

Prerequisite: Calculus, and EC 157 or its equivalent

This course focuses on parameter estimation and hypothesis testing in linear economic relationships. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

Timothy Erickson Peter Gottschalk Arts and Sciences English 33

EC 403-496 Departmental Seminar Series (F, S: 3)

Each semester the Department will offer up to five small seminar style courses in economic theory or policy, limited to 15 students each. The seminars are intended to create possibilities for student-student and student-faculty interaction that do not exist in the larger EC 300 electives. The seminar series is part of the Honors program in that an Honors candidate must choose at least three seminars as three of his/her ten courses, but the seminars are open to non-Honors students as well. Any major with a solid record in Principles and the Theory courses is encouraged to participate.

The Department

The Department

EC 432 Seminar: Topics in American Economic History (S: 3)

Prerequisites: EC 401 or EC 201, and EC 428, or consent of instructor

This seminar will cover in depth a number of important topics in U.S. economic history. Examples include the economics of slavery, the sources of productivity growth, the significance of protectionism, and the shifts in income distribution over time. A useful set of applications of basic economic models and econometrics to important topics; also interesting for the historically minded.

James Anderson

EC 456 Honors Seminar: Topics in Environmental and Resource Economics (S: 3)

Prerequisites: EC 201 or EC 401 The seminar will consider theore

The seminar will consider theoretical and policy issues in environmental and resource economics. Topics include an analysis of design and implementation of efficient policies of pollution control, and an analysis of the optimal use of exhaustible natural resource stocks, such as oil and natural gas. Students will prepare and present a research project applying economic theory to an environmental or resource issue of their choosing.

Stephen Polasky

EC 497 Senior Thesis Research (F: 3) Research in developing a thesis topic and preparation of a detailed proposal. EC 497 or its equivalent must be completed prior to registering for EC 498, Senior Honors Thesis.

EC 498 Senior Honors Thesis (S: 3)
Required of all seniors seeking a degree with
Honors in Economics. The Department

EC 600-601 Scholar of the College (F: 3-S: 3)

Other courses in the Department's repertory, offered on a non-periodic basis, include:

offered of	n a non-periodic basis, include:
EC 135- 136	Principles of Economics—French Immersion
EC 335	French Social and Economic Thought (French Immersion)
EC 339	Welfare Economics
EC 351	Economics of Information
EC 357	Political Economics I
EC 358	Topics in Modern Political Economics
EC 369	Program Planning and Evaluation
EC 372	International Finance

Soviet Economic System

Seminar: Topics in Micro Theory

Seminar: Economic Stabilization

Seminar: Economic Stabilization

EC 397

EC 403

EC 404

EC 433	Seminar: History of Economic Thought
EC 441	Seminar: Topics in Consumer Economics
EC 443	Seminar: Consumer Dispute Resolution
EC 453	Seminar: Topics in Industrial Organization
EC 454	Seminar: Economics of Regulation
EC 455	Seminar: Antitrust Policy
EC 463	Seminar: Topics on Micro Public Policy
EC 466	Seminar: Topics in Taxation
EC 471	Seminar: Topics in International Trade
EC 480	Seminar: Topics in Financial Markets
EC 482	Seminar: Topics in Capital Markets
EC 495	Seminar: Local Public Finance
EC 496	Seminar: Topics in Economic Plan-

English

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Faculty

Professor Leonard R. Casper, A.B., A.M., Ph.D., University of Wisconsin

Philomatheia Professor P. Albert Duhamel, A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

Professor Anne D. Ferry, A.B., Vassar College; A.M., Ph.D., Columbia University

Professor Richard E. Hughes, A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Professor John L. Mahoney, A.B., A.M., Boston College; Ph.D., Harvard University

Professor John J. McAleer, A.B., A.M., Boston College; Ph.D., Harvard University

Professor Kristin Morrison, A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Professor Richard J. Schrader, A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Professor E. Dennis Taylor, A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Professor Judith Wilt, A.B., Duquesne University; Ph.D., Indiana University

Associate Professor Joseph A. Appleyard, S.J., A.B., Boston College; Ph.D., Harvard University

Associate Professor Henry A. Blackwell, A.B., Morgan State College; M.A., Ph.D., University of Chicago

Associate Professor Rosemarie Bodenheimer, A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Associate Professor Adele M. Dalsimer, A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Associate Professor Paul C. Doherty, Chairperson of the Department A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri Associate Professor Dayton Haskin, A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Associate Professor Robert Kern, A.B., City College of New York; A.M., Ph.D., Harvard University

Associate Professor Paul Lewis, A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Associate Professor Joseph A. Longo, B.S., M.Ed., A.M., Ph.D., Rutgers University

Associate Professor Robin R. Lydenberg, A.B., Barnard College; A.M., Ph.D., Cornell University

Associate Professor John F. McCarthy, A.B., Harvard University; A.M., Ph.D., Yale University

Associate Professor John H. Randall, III, A.B., Columbia University; A.M., University of California at Berkeley; Ph.D., University of Minnesota

Associate Professor Robert E. Reiter, A.B., St. Bonaventure University; Ph.D., University of Michigan

Associate Professor Cecil F. Tate, A.B., University of Maryland; A.M., Ph.D., Emory University

Associate Professor Andrew J. Von Hendy, A.B., Niagara University; A.M., Ph.D., Cornell University

Associate Professor Christopher P. Wilson, A.B., Princeton University; Ph.D., Yale University

Associate Professor William Youngren, A.B., A.M., Ph.D., Harvard University

Assistant Professor Raymond G. Biggar, A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Assistant Professor Robert L. Chibka, B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Assistant Professor Mary Thomas Crane, A.B., Harvard College; A.M., Ph.D., Harvard University

Assistant Professor Frances L. Restuccia, B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Assistant Professor Alan Richardson, A.B., Princeton University; A.M., Ph.D., Harvard University

Assistant Professor Jennifer A. Sharpe, B.A., Ph.D., University of Texas at Austin

Assistant Professor Francis W. Sweeney, S.J., A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Assistant Professor James D. Wallace, B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education which still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its

preoccupations—intellectual, aesthetic, psychological, political and social, historical, moral and religious. The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. And the tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

Since the English major at Boston College prepares students not only for careers in high school and college and university teaching, but also in a variety of other professions (law, business, journalism, communications, etc.) our requirements have a special focus and emphasis.

The Department major envisions students who can work critically and sensitively with texts in poetry and prose, who develop greater sophistication in making and articulating judgments about literature, who become familiar with some of the major developments in the history of British and American literature, and who, in both lecture courses and seminars, pursue in greater depth special areas or major writers within that literature as well as further refinement of both expository and creative writing skills.

The goal of the major, if it can be described briefly, is to provide undergraduate students in a liberal arts college with a stregthened ability to read with care, to write with clarity and grace, to judge with an awareness of various critical methodologies. The major also seeks to provide as full a sense as possible of the range and variety of the literary tradition—especially British and American—and of key figures within that tradition.

Core

The University Core requirement in English, six credit hours, is fullfilled by taking two semester of *Critical Reading and Writing*: EN 021—022.

Requirements for a Major

- 1. Students normally begin an English major in their sophomore year, after having had two semesters of the Core course or its equivalent. In addition to the two Core courses, students must take ten courses from the Department's offerings. These must include the following required courses: EN 201: Studies in Poetry and then EN 202: Practice of Criticism. These courses are normally taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.
- 2. Also required are three other courses which must include:
 - 1 course in pre-1700 English or American literature
 - 2 courses in pre-1900 English or American literature

Courses satisfying the pre-1700 requirement are: EN 110, EN 210, EN 221, EN 315, EN 316, EN 326, EN 328, EN 699.

Courses satisfying the pre-1900 requirement

are the above courses plus: EN 222, EN 223, EN 224, EN 230, EN 231, EN356, EN 360, EN 362, EN 383, EN 440, EN 441, EN 443, EN 464, EN 478, and EN 540.

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take Major American Writers I as a foundation for later courses.

Other courses may be useful, particularly in the sophomore year, to fill in students' knowledge of the background out of which English and American literature developed: Classical and Biblical Backgrounds of English Literature, Chaucer to Spenser, Donne to Dryden, Pope to Keats, Tennyson to Eliot and the Major American Writers sequence. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have a great many options from among the thirty or so electives the Department offers each semester in English and American literature, in Irish studies, in writing, in the different genres, and in particular themes. By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the Department will offer Seminars, to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

Individually Designed Major

As in the past, students may also fulfill the major requirements by an alternate method. With the aid of an advisor and the approval of a Departmental committee, they may design an individualized sequence of courses which suits their own special interests. This plan is particularly appropriate for students interested in interdisciplinary work—for example, in American Studies. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the Chairman and the student's Department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses, for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing. Course descriptions, particularly the more detailed ones in the *CoRSS* booklet are useful sources of information for such students.

Irish Studies Program

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, and the Irish language.In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to

the twentieth centuries, a study tour of Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish Studies offers a junior-year Irish Studies Program at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Dalsimer and O'Neill of the English and History Departments.

Students interested in studying the Irish language should consult the Evening College Catalogue.

Minor in Secondary Education

Students in the College of Arts & Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the Junior Year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in sophomore year.

University of Nijmegen Student Exchange

The English Departments of Boston College and the University of Nijmegen in the Netherlands exchange one student each year. Usually a junior English major goes to Nijmegen, and a graduate student comes here. Tuition is waived for both students. Nijmegen is a city of some 150,000 inhabitants located on the Rhine near the German border, and the university has 16,000 students, about 350-400 in the English Department. The Boston College student may attend both undergraduate and graduate courses. All teaching in the department is done in English, and outside the English Department faculty and students usually have a fair knowledge of English. Interested students should apply to the Chairman of the English Department by late February.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis. Honors students are also encouraged to take at least one of the Department seminars. For details, see Professor Paul Doherty.

Course Offerings

EN 021-022 Critical Reading and Writing (F: 3-S: 3)

A two-semester course designed to train students in the reading, analysis, and understanding of literature and in the writing of expository and persuasive prose. The literature includes significant works of drama, prose fiction, essay, and poetry. Regular writing assignments, carefully examined and discussed. are an important part of the course. EN 021–022 fulfills the Core requirement in English.

The Department

EN 031 Advanced Placement English (F: 3) A one-semester course designed exclusively for students who have done advanced placement work in high school. While class meetings are devoted to the analysis of a range of literary texts (drama, fiction, and poetry) by major authors, critical writing is also an important com-

ponent of the course. Open only to AP students (who score 4 or 5 on the AP test) and to other advanced students. This course does not fullfill the Core requirement. P. Albert Duhamel John Mahoney

EN 041-042 English for Foreign Students: Intermediate (F: 3-S: 3)

This course is designed to enable Boston College students and personnel whose native language is not English to acquire the fluency and skill in English—speaking, listening, writing and reading—necessary to function satisfactorily—academically and socially—in the Boston College community.

It is intended for Intermediate students only, *NOT* for beginning students.

During the Fall semester, the emphasis is on speaking and listening with understanding, accompanied by writing assignments and the reading of short stories. The sounds and structures of English are examined. The second semester is a continuation of the first, with a quick grammatical review, and with greater concern for reading short stories and a novel, and for expository writing.

EN 041-042 is a credit course for undergraduates; but it does *NOT* fulfill the Core requirement in English. It is a non-credit course for graduate students, staff, faculty spouses,

EN 043-044 English for Foreign Students: Advanced (F: 3-S: 3)

This course is designed to fulfill the Core requirement in English for students whose native language is not English. It is *NOT* intended for foreign students whose competence in English is very close to that of native students. Such students should enroll in EN 021–022.

Grammar, pronunciation, the structure of the English sentence and expository writing are discussed both semesters. The literature read critically will include the short story and novel the first semester, and drama and poetry the second.

The Department

UN 105-106 Perspectives on Modernism: Music and Literature (F: 6-S: 6)

This is a full-year double-credit course that will trace the relations between music and literature during the period 1840-1940 and their joint influence in the formation of what is generally known as modernism. An examination of such movements as Symbolism, Impressionism, Expressionism, and Primitivitism, with occasional references to the visual arts. Among the composers studied will be Wagner, Debussey, Stravinsky, Schoenberg, Berg, Webern, and Bartok. The authors read will include Baudelaire, Dostoevsky, Tolstoy, Flaubert, Ibsen, Chekhov, Kafka, and Eliot. There will also be a good deal of attention to jazz. No technical knowledge of music will be assumed.

This course counts for 6 credits towards the English or Philosophy major, or three credits each.

William Youngren

EN 110 Classical and Biblical Backgrounds of English Literature (F: 3)

A course designed to acquaint students with the classical and biblical works which form the background of so much English literature—Homer's Odyssey, Ovid's Metamorphoses, the Greek dramas, and some of the principal books of the Bible.

Dayton Haskin

EN 111 Continental Tradition (S: 3)

The purpose of this course is to acquaint students with selected "masterpieces" of the European literary tradition—works have had major influences on English and American authors, including Dante's *Inferno*, Rabelais's *Gargantua and Pantagruel*, Montaigne's *Essays*, Goethe's *Faust*, Flaubert's *Madame Bovary*, and drama by Chekov, Ibsen and Strindberg. *James Wallace*

EN 201 Studies in Poetry (F, S: 3)
Close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and to write lucid interpretative papers.

The Department

EN 202 Practice of Criticism (F, S: 3)
This course is designed for English majors who have completed Studies in Poetry. It is meant to promote intelligent writing about literary texts, embracing a variety of genres (fiction, drama, and poetry). While its concerns will include the sharpening of editorial skills and the development of techniques for research, its principal aim will be encouraging the sort of independent thinking that characterizes effective criticism in all its varieties.

Limited enrollment.

The Department

EN 210 Survey of English Literature I (F: 3)

A study of the major authors in English literature from Beowulf to Milton. John Fitzgerald

EN 211 Survey of English Literature II (F: 3)

A study of the major authors in English literature from Dryden to Auden. John Fitzgerald

Literary History

These courses cover major writers in different genres, and aim at giving students a sense of the issues and idioms and of the changes and continuities across the periods covered.

EN 221 Chaucer to Spenser (F, S: 3)
Raymond Biggar

EN 222 Donne to Dryden (F, S: 3)

Mary Crane
Robert Reiter

EN 223 Pope to Keats (F, S: 3) Paul Doherty Daniel McCue

EN 224 Tennyson to Eliot (F, S: 3)

John McCarthy

Major American Writers I, II, and III follow the development of American literature from 1620 to the present. MAW I deals with American literature up to 1865; MAW II with American literature from 1865 to 1914; MAW III with American literature from 1914 to the present. Students need not take these courses in chronological order.

EN 230 Major American Writers I (F, S: 3)

John Randall

Cecil Tate

James Wallace
ers II (F: 3)

Dennis Taylor

EN 231 Major American Writers II (F: 3)

Christopher Wilson

EN 232 Major American Writers III (F, S: 3)

Henry Blackwell
Leonard Casper
John Randall
Cecil Tate

Undergraduate Electives

EN 304 (GM 240) King Arthur in German Literature (F: 3)

See course description under Germanic Studies section.

Michael Resler

EN 314 Seminar: Renaissance Poetry of Love (S: 3)

This course will trace the development of love poetry from Petrarch (in translation) through restoration comedy, including works by Sidney, Spenser, Shakespeare, Donne, and others. A central concern of the course will be to place these works in their political and cultural contexts, exploring the ways in which they reflect and reinforce changing attitudes toward human relationships.

Mary Crane

EN 315 Late Medieval Major Writers (F: 3) This course, using modern English or early modern English versions, focusses on the four best medieval writers of the second half of the fourteenth century, "one of the most glorious in the whole of English literature" (Brewer), along with Malory, the earliest (fifteenth-century) master of English prose narrative. Through close reading of these writers, and supplemental discussion of the cultural, social, religious and intellectual background of this interesting period, we shall explore the special medieval artistry, that intrigues and challenges, of Chaucer, Gower, the Gawain-poet, Langland, and Malory; the works to be studied, in most cases completely, include Troilus and Criseyde, Chaucer's great love poem, Sir Gawain and the Green Knight, The Pearl, Piers Plowman, selections from Confessio Amantis (Confessions of a Lover), and Le Morte Darthur, these last two needing no translation.

All other works will be read in modern English translations, supplemented by good students' texts in Middle English for the linguistically curious, and for occasional close reading of passages in the original, where feasible. No previous knowledge of Middle English or of medieval literature is required. The emphasis is entirely literary, not linguistic.

Raymond Biggar

EN 316 Chaucer (F: 3)

The course will survey the poetry of Geoffrey Chaucer in the original Middle English, including a majority of the Canterbury Tales and Troilus and Criseyde. Among the ancillary books to be assigned are Boethius' Consolation of Philosophy and modern readings designed to help the student understand the world of the Middle Ages. No previous knowledge of medieval literature is necessary.

Richard Schrader

EN 322 Modern Arthurian Literature (F: 3) The course will survey a number of modern works connected with the "Matter of Britain," the stories of King Arthur and his knights. The authors include Malory, Tennyson, Twain, Edwin Arlington Robinson, T. H. White, Charles Williams, C. S. Lewis, and Mary Stewart.

Richard Schrader

EN 326 Shakespeare I (F: 3)

A study mainly of the Histories and Comedies with a detailed analysis of the texts of *Richard II*, 1 Henry IV, Romeo and Juliet, and Twelfth Night.

P. Albert Duhamel

A study of the Tragedies and Romances with a detailed analysis of the texts of *Hamlet*, *King Lear*, *Antony and Cleopatra* and *The Tempest*.

P. Albert Duhamel

EN 328 Shakespeare I: The Major Genre (F: 3)

A study of selected comedies and histories from the canon. The course will trace the development of Shakespeare and Renaissance theories of love (esp. Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as "philosopher" (the history of ideas) and "dramatist" (Renaissance theatrical conventions). The plays selected for intensive analysis are Love's Labour's Lost, A Midsummer Night's Dream, The Tempest, Richard II, and the first part of Henry IV.

Joseph Longo

EN 329 Shakespeare II: The Major Tragedies (S: 3)

A study of the canon from 1600-1610. The focus will be Shakespeare's examination of tragedy—its protagonist, experience, ideas, etc.—and the probability of its resolution. The approach will be through an awareness of Shakespeare as 'philosopher' (the history of ideas) and 'dramatist' (Renaissance theatrical conventions). The plays selected for close analysis will be *Hamlet*, *Lear*, *Macbeth*, and *Antony and Cleopatra*. The course is designed to offer the student of Shakespeare an introduction to the man and his milieu, with primary emphasis given to the plays rather than the general background. *Joseph Longo*

EN 331 Courtly Love Tradition (S: 3)
A historical survey of English and continental love literature from Andreas Capellanus to Shakespeare. The course will attempt to assess the significance of the tradition and to apply its chief characteristics to a reading of Chaucer's Troilus to Shakespeare's Romeo and Juliet.

Joseph Longo

EN 340 Milton (S: 3)

Readings in Milton's poetry and prose. These studies, although they will seek to situate Milton among his contemporaries—poets, princes and parliamentarians—will be directed chiefly to Paradise Lost and the other major poems.

Dayton Haskin

EN 351 British Romantic Poets (S: 3) The development of Romanticism in 19th-century England. The course will focus on the major poetry and literary theory of Wordsworth, Coleridge, Hazlitt, and Keats. There will also be consideration of important historical and philosophical backgrounds and issues. *John Mahoney*

EN 356 20th Century American Poetry (F: 3)

A study of the major texts, both lyric and longer, produced by American poets since the advent of modernism. We will read the work of Frost, Eliot, Pound, Stevens, Williams Bishop, Lowell, Rich, Ginsberg, and others. The emphasis will be on discussion and textual analysis, but some attention will also be given to intellectual and cultural history. A number of short papers will be assigned, and there will be a final examination.

Robert Kern

EN 357 The Enlightenment (F: 3) Studies in the development of the Neoclassic spirit in 18th-century English literature. The course will concentrate on poetry, satire, literary criticism, and moral and political philosophy, and major figures to be studied will be Alexander Pope, Jonathan Swift, Samuel Johnson, and Edmund Burke. There will be a continuing concern with the impact of the European Enlightment on the literature.

John Mahoney

EN 358 Browning and Hopkins (S: 3)
A chance to study in some depth two of the most original poets of the nineeteenth century. Robert Browning and Gerard Manly Hopkins both died in 1889, but each had a major impact on twentieth century notions of poetry, Browning through his development of the dramatic monologue and Hopkins through his extraordinary innovations in language and rhythm. The course will emphasize close reading and discussion of the poems, but with attention also to some of the illuminating criticism that has been devoted to both poets recently.

John McCarthy

EN 360 Seminar: 18th Century Narrative Modes (F: 3)

A consideration of narrative form in 18th century England. We will surround several novels with selection from genres such as satire, poetry, travel literature, biography, diary, essay, and painting in an attempt to appreciate their interrelation and the wide range of narrative values and uses in the century that gave birth to the English novel. Works by DeFoe, Swift, Addison, Pope, Fielding, Johnson, Boswell, Sterne, Radcliffe and others. *Robert Chibka*

EN 362 Early British Gothic (F: 3)

The psychology of terror examined as a literary resource in tales of the preternatural, sensational, macabre, and grotesque by Walpole, Radcliffe, Lewis, Reeve, Lathom, Parsons, Austen, Roche, Barrett, and Maturin. "Terror," said Poe, "is not of Germany but of the soul." This conception will be measured against critical assessments of the reality of evil as propounded by Lovejoy, Coleridge, Summers, Mudrick, Wilt, and Varma. John McAleer

EN 363 Victorian Prelude (S: 3)

Novels of sentiment which were curtain raisers for the Victorian age are explored. A series of themes such as love, marriage, infidelity, family, constancy, and women's role in modern society are studied in Richardson, Sir Charles Grandison, Burney, Evelina, Edgeworth, Belinda, Brunton, Self-Control, Charlotte Smith, The Old Manor House, and Austen, Sense and Sensibilty.

John McAleer

EN 370 World, Church and Novel (S: 3) What happens in the mind of the individual when the structures of Catholic faith confront the demands of adult living in the world? Is the novel itself, with its generic commitment to the rich panorama of experimental detail, somehow inevitably "on the side of" the world in this conflict? How have novelists imagined the lives and conflicts of Catholics, men and women, lay and cleric, English and American, over the generations? The course will take up these and other questions, as they arise in important literary works: we will begin by examining Chaucer's classic figure, the Wife of Bath. Other works will include Mary Ward's Helbeck of Banisdale, Joyce's A Portrait of the Artist as a Young Man, Hemingway's The Sun Also Rises, Greene's The Heart of the Matter, Gordon's The Company of Women, and Robert Stone's A
Flag for Sunrise.

Judith Wilt

EN 375 D. H. Lawrence: Novels (F: 3) A study of four major novels (Sons and Lovers, The Rainbow, Women in Love, and Lady Chatterley's Lover) along with a wide selection of Lawrence's short stories that have a direct or analogical relationship to those novels.

Richard Hughes

EN 383 (RL 634) Don Quijote, Hero and Fool (F: 3)

See course description under Romance Languages section.

Elizabeth Rhodes

EN 394 Psychoanalysis and Literature (F: 3)

The focus of this course will be on the intersections of psychoanalysis and literature. We will begin with a few key texts by Freud, Lacan and others to establish at least some common vocabulary of psychoanalytic terms and issues. Then we will examine some psychoanalytic readings of specific literary works and some actual case histories as literary works.

Likely topics to be covered in some detail include critical debates about psychoanalytic interpretations of "Hamlet" and of Henry James' "Turn of the Screw"; applications of Freud's theory of the uncanny in writers like E.T.A. Hoffman; the famous "Dora" case and its reexamination by feminist scholars; Lacan's reading of Edgar Allan Poe's "Purloined Letter" and its critical repercussions. Finally, if time permits, we may explore the work of two authors whose writing seems resistant to most conventional critical analysis, but particularly open to psychoanalytic interpretation: Franz Kafka and Marguerite Duras. *Robin Lydenberg*

EN 395 Bildungsroman, Genre and Variants (S: 3)

The classic bildungsroman traces the intellectual and emotional development of a young man from childhood to maturity: through a process of rejection and discovery he hopes to find his hidden, authentic self. This course will examine seven or eight novels of this kind, works which vary the basic pattern in interesting ways. What sorts of rejections does the young person make? What sorts of discoveries? Is the process altered if the protagonist is a young woman? Does the call to maturity come from within or without? What narrative forms seem best suited to examination of these issues?

Kristin Morrison

EN 418 (BK 106) Introduction to Afro-American Literature (F: 3) Fahamisha Brown

EN 437 British Industrial Novel (S: 3) Mary Ann Smith

EN 438 Literature and Religion (F: 3) A course designed to explore literary works on religious themes and to engage the student's own wrestle with questions in a literary context. We will be considering the question: what does it mean to do 'religious' literary criticism in a way that is adequate for the close reading required for a literature course. Such criticism would consider the variety of ways in which literary works move toward the presence and distortion of spiritual experience. Work for the course includes in and outside class, plus attendance at three outside functions (i.e. movie. lecture, etc.). Not yet decided is whether the Mac will be an important tool for the course

(in which case instruction will be given). Also

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not yet decided is the reading list but it will be composed from some ofthe following: The Brothers Karamazov, Waugh's Bridehead Revisited, Kierkegaard's Fear and Trembling, a novel by Charlotte Bronte or Mrs. Ward or Thomas Hardy, the Autobiography of St. Therese, Etty Hilleseum's An Interrupted Life, Conrad's Nostromo, Orwell's 1984 plus a variety of short stories and poems (including Flannery O'Connor, Emily Dickinson, T. S. Eliot, Chaucer).

Dennis Taylor

EN 439 Conquest of the Americas (F: 3) In The Conquest of America Tzevetan Todorov maintains that Cortez' acquisition of the Aztec Empire was a disaster because of semiological failures. The indigenes did not know how to read the signs of literate Western culture, nor did the Spanish the signs of the oral native culture. The course will examine a range of narratives—history, anthropology and "oral" and "written" literature—which represents as this clash throughout the Americas. For method, we will read, besides Todorov, Walter Ong's Orality and Literacy. Then, for South America, Watunna: an Orinoco Creation Cycle, and Claude Levi-Strauss' Tristes Tropiques and The Raw and the Cooked; for Central America, Popol Vuh, Prescott's The Conquest of Mexico and Garcia Marquez' One Hundred Years of Solitude; for North America, Thompson's Tale of the North American Indians, DeVoto's The Course of Empire Andrew Von Hendy and Black Elk Speaks.

EN 440 Seminar: 19th Century American Women Writers (F: 3)

This seminar will explore the development of a tradition of women's writing from its origins in the eighteenth century epistolary novel to its culmination at the beginning of the twentieth century. Centered in New England and deriving its power from an aggressive critique of the idealogy of the domestic sphere, this tradition explores the problematic relation of women to the political and social foundations of American culture. We will read works by such writers as Susanna Rowson, Catherine Sedgewick, Harriet Jacobs, Harriet Beecher Stowe, Elizabeth Stoddard, and Sarah Orne Jewett and examine the development of the novel of seduction, historical novels, domestic fiction, and utopian fictions. James Wallace

EN 441 American Victorianism (F: 3) "American Victorianism" is the interdisciplinary senior seminar designed especially for American Studies minors; all majors are welcome. The focus of the seminar this fall is the culture of Victorianism, as it was manifested in manners, morals, sexual attitudes, literary culture, architecture, and home life of middleclass Americans from the 1830s to 1900. The "cult of domesticity," the doctrine of separate spheres for men and women, the surburban cottage, the sentimental novel—these were some of the traditional and modernizing values Victorianism. Readings will include labor and religious history, architectural history, novels, diaries, and "material culture" artifacts.

Christopher Wilson

EN 442 Literature and Politics of 1930's (S: 3)

A course devoted to literary and artistic politics during the Great Depression. We will look not only at artistic expression, but the entanglement of creative thinkers with political activity in the New Deal, the Communist Party, and elsewhere. Our primary focus will be on narra-

tive fiction, but we will also consider reportage, cultural criticism, photography, and painting. Writers considered will include Richard Wright, John Dos Passos, Josephine Herbst, Tillie Olsen, Malcolm Cowley and others.

Christopher Wilson

EN 443 British Women Writers and the Origins of Romance (F: 3)

Women novelists, like the novel itself, developed a critique of "romance" at the same time as they wrote the classic romantic novels. "Romance" privileges imagination, ideal vision, heterosexual love-and cocks a worried eye at these things; the romantic novel in England chronicles woman's fascinated circling toward "the Master" as social, imaginative, erotic goal-and ponders a possible evasion of this typological action. The course will begin with Jane Austen's Emma and Persuasion, and Emily Bronte's Wuthering Heights and Charlotte Bronte's Shirley, move through Elizabeth Gaskell's North and South, George Eliot Felix Holt and Middlemarch and Mary Ward's Helbeck of Banisdale, and conclude with Virginia Woolf's revisionary The Voyage Out and Between the Acts. Judith Wilt

EN 449 Fitzgerald and Hemingway (F: 3) A chronological survey of the works of F. Scott Fitzgerald and Ernest Hemingway, studying both the man and the myth to show how each was victimized by the myth in different ways.

John H. Randall III

EN 450 1920's in American Literature (Exclusive of Fitzgerald, Hemingway, and T. S. Eliot) (S: 3)

A look at the sprightly decade that managed to produce near great art and good times even while it felt itself hovering over an abyss. We will consider serious artists such as Sherwood Anderson and Willa Cather, and the poetry of Hart Crane and the Harlem Renaissance, as well as more "popular" writers (entertainers?) such as Sinclair Lewis (Babbitt), Anita Loos (Gentlemen Prefer Blondes). John H. Randall III

EN 459 Literature and Conviction (S: 3) A study of relations between "literature" and "conviction" mainly in eight works of fiction. Works by Bunyan, Pre, Crane, Dunbar, Camus or Sartre, Dostoevsky, Flannery O'Connor and Walker Percy will be examined. *Henry Blackwell*

EN 460 American Short Story (F: 3)
Collections of short stories by major American authors including most of the following: Poe, Hawthorne, Crane, Porter, Hemingway, O'Connor, Cheever, Malamud, Paley, Beattie, and Munro.

Paul Doherty

EN 461 Seminar: Modern European Fiction (F: 3)

Beginning with Henry James, a late Victorian/ Modernist, and ending with Kafka, a Modernist/Post-Modernist, we will inspect (in detail) the fiction of Ford Madox Ford, Proust, Gide, Mann, Forster, and Woolf. We will locate within their writing various signs that characterize modernism in the novel, both on the narrative and anti-narrative levels. Crossing national boundaries, we will ask whether the modern European novel takes sufficient shape to be defined: is there one modernism, or must we speak of modernisms? We will rely not only on the texts themselves to generate our critical thinking, but theoretical essays—on large issues such as what distinguishes the modernist text from the classical realist work

as well on individual writers—will be assigned. Especially since so many of our texts themselves signal that their identity depends on the reader's interpretive construction, class discussion will be essential to the seminar.

Frances Restuccia

EN 462 19th Century Children's Literature (S: 3)

In this course we will explore the relations between the traditional fairy tale and the children's book in the 19th century, the "golden age" of children's literature. Concentrating on such authors as Ruskin, Thackeray, MacDonald, Carroll, Wilde, Nesbit, Ingelow, and Rossetti, we will consider the English tradition of fantasy literature for children as a complex cultural English tradition of fantasy literature for children as a complex cultural phenomenon. Literary analysis of the texts will be accompanied by historical, feminist, psychoanalytical, and anthropological approaches.

 $Alan\ Richardson$

EN 463 European Romance (S: 3)

Romanticism has been seen as an international, interlinguistic European movement, although national Romantic literatures are now usually taught in isolation. In this course we will concentrate on prose narrative works in translation from French, German and Russian, with reference to the English Romantic tradition as well. We will discuss such topics as romantic love and narcissism, the primitive and the exotic, the Romantic hero and heroine, and Romantic theories of art in an attempt to understand and react to European Romanticism (or Romanticisms). Readings will include novels, novallas, autobiography, stories and fairy tales by Rosseau, Goethe, Chateaubriand, Novalis, Jean Paul, Tieck, Kleist, Pushkin and Stendhal. Alan Richardson

EN 464 English Novel (F: 3)

This course traces the development of the English novel as a national cultural form. We will read Daniel DeFoe, Mary Shelley, Charlotte Bronte, George Eliot, Thomas Hardy, Charles Dickens, and James Joyce for the ways in which they stage the contradictions of a national culture as well for the place they occupy in the idea of "the English novel." The project of establishing a literary lineage—as, for example, in F. R. Leavis's The Great Tradition, Ian Watt's The Rise of the Novel, and Raymond Williams The English Novel-raises questions of gender and of national identity that this course aims to address. Since one of our guiding themes will be the irreducible place of colonialism/imperialism in the formation of an English culture, we will end with the problem that Ireland (as one of England's earliest colonies) presents for not only the founding father of literary criticism, Matthew Arnold, but also the Marxist critic, Raymond Williams.

Jennifer Sharpe

EN 465 Literature of Colonialism (S: 3) Jennifer Sharpe

EN 466 Faulkner and James (F: 3)

A study of the major novels of Henry James and William Faulkner. The novels to be read will include *The Portrait of a Lady, The Wings of the Dove*, and *The Ambassadors by James*. We will read the key novels of Faulkner's Yoknapatawpha County cycle, among which are *The Sound and the Fury, Absalom, Absalom, As I Lay Dying*, and *Light in August*. Strong emphasis will be

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placed on the aesthetic theory of these two important writers.

EN 478 Poe and the Gothic (F: 3)

Working with Poe as a central figure, this course examines the development of English and American gothic fiction from The Castle of Otranto to "The Yellow Wallpaper" and beyond. We will focus on Poe's use of and contributions to an evolving tradition by examining supernaturalism, between Poe's psychological probing and the extreme mental states of horror fiction, between Poe's self-conscious humor and the mock-gothic, and between Poe's narrative experimentation and the development of American romance. In addition to Poe, we will read representative work by some of the following writers: Horace Walpole, Ann Radcliffe, William Beckford, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H. P. Lovecraft, and Stephen King.

EN 479 Myth, Saga, and Romance (S: 3) Readings and studies in Celtic and Norse myth as well as in their uses and transmutations in early Celtic (Tain Bo Cuailnge), English (Beowulf), Icelandic (Njal's Saga), and German (Nibelungenlied) narratives. European culture's move toward narratives of love and the self will then be followed in Gottfried's Tristan and Sidney's Arcadia. Medieval works will be read in modern English translations. Robert E. Reiter

EN 482 Major Afro-American Writers (F:

A study of the "classic texts" of Afro-American literature from 1746 to the present. Works by Terry, Wheatley, Dunbar, Toomer, Baldwin, Ellison, Wright, Walker, Morrison and others will be examined in their own right and in cross-cultural perspective. Short works by Faulkner, O'Connor, Harris and others provide useful comparisons of the Afro-American and American literary traditions.

Henry Blackwell

EN 491 Contemporary American Short Fiction (S: 3)

Is there still life in the short story, after Hemingway and Faulkner? Witness the variety of achievement by such writers as Updike, Cheever, Bellow, Vonnegut, Ursula LeGuin, Joyce Carol Oates, and Flannery O'Connor. Prime examples are drawn from the wealth available in the Norton Anthology of Contemporary Fiction. Beyond the pleasure principle, attention is given to changes in taste, as literary techniques reflect postwar concerns both national and international. Leonard Casper

EN 492 American Autobiography (S: 3) A study of the crucial works of American autobiography of Benjamin Franklin, The Education of Henry Adams, Notes of a Son and Brother, by Henry James, and The Autobiography of Every body, by Gertrude Stein. Cecil Tate

EN 495 American Literature 1900-1920 (F:

This course deals of necessity with an almost bewildering variety of themes, since in the designated period so many unprepared-for newnesses came up at about the same time-the New Nationalism, the New Freedom, etc.,-that it was hard for the people of the time to keep them separated, let alone know how important each one was. The themes with which I will attempt to deal will include: The Lords of Creation, The Other Half, Immigration, Progressivism, Radicalism, The Suffrage Movement, and the Road to War. There will be a brief coda dealing with a post-war novel of the 1920's-John Dos Passos' Three Soldiers. Some of the books studied will be Jack London's Martin Eden, J.W. Johnson's Autobiography of an Ex-Colored Man, Abraham Cahn's The Rise of David Levinsky, Willa Cather's O Pioneers!, Theodore Dreiser's Jennie Gerhardt, poetry by Edgar Lee Masters and Carl Sandburg, Edwin Arlington Robinson and Vachel Lindsay, Eugene O'Neill's plays of the sea, Jack Reed's Insurgent Mexico, Randolphe Bourne's War and the Intellectuals: Collected Essays 1915-1919, and, of course, John Dos Passos' Three Soldiers. Except for the coda, the course will end with the final months of 1918. John H. Randall, III

EN 501 Policy and Violence in Modern Irish Fiction (F: 3)

A study of approximately ten pieces of fiction (novels and groups of short stories) by Irish authors from both the North and the South, published between 1900 and 1988, in which some kind of physical or emotional violence figures significantly in the narrative. Likely authors to be considered include Liam O'Flaherty, Frank O'Connor, Michael McLaverty, John Montague, Benedict Kiely, William Trevor, Brian Moore, M.J. Farrell, Julia O'Faolain, Bernard McLaverty, John McGahern, and Kate O'Brien. (Selection of actual titles will depend on availablity of works in print at the time.) Kristin Morrison

EN 502 (SA 502) Abbey Theatre Summer

Workshop (F, Summer: 6)
The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Margaret Dever, English Department before March 1. Margaret Dever

EN 508 (HS 416) Fiction of a Divided Ireland (S: 3)

This course will explore the issues of a divided Ireland as they are reflected in 19th and 20th century Irish fiction. Our examination of the historical dimensions of Ireland's social world, as it is experienced in fiction, will illuminate the diversity and conflict of contemporary Adele Dalsimer Ireland. Kevin O'Neill

EN 510 James Joyce (S: 3)

The life, times, and works of James Joyce. Readings: Dubliners, Exiles, A Portrait of the Artist as a Young Man, Ulysses. Adele Dalsimer

EN 515 Irish Renaissance (F: 3)

The writings of the major and some less wellknown contributors to the Irish literary renaissance will be studied and their place in the cultural movement considered. Included among the writers will be Yeats, Synge, and Lady Adele Dalsimer

EN 524 (ED 140) Children's Literature I

Treatment is given to the classic modes of children's literature, fairy tales and myths, while at the same time discussing more modern modes, poetry and the novel. Attention is also given to the illustrations in children's literature. There is some focus on the application and use of children's literature in the elementary classroom. Authors examined include Perrault, the Brothers Grimm, Andersen, Mary Norton, James Thurber, Baum, Oscar Wilde, E. B. White, C. S. Lewis, Edith Hamilton, Kipling and Laura Ingalls Wilder. Bonnie Rudner

EN 525 (ED 141) Children's Literature II

Treatment is given to the literature appropriate for young adolescents and young adults. Starting with classic mythology, norse mythology and moving to contemporary novels and fantasy. Authors examined include Alcott, Tolkein, J. D. Salinger, Twain, Harper Lee, S. E. Hinton, Margaret Hamilton, Padraic Colum, George Orwell. ED 140 is a prerequisite to this Bonnie Rudner

EN 527 (SL 311) General Linguistics (F: 3) See course description under Slavic and Eastern Languages section. Michael Connolly

EN 528 (SL 325) History of Linguistics (S:

See course description under Slavic and East-Michael Connolly ern Languages section.

EN 531 Crime Fiction and Folk Myth (F: 3) Detective fiction as an art form: The Great Detective; inverted tales; locked room; closed circle; unshakeable alibi, dying clue; roman policier; police procedural; hard-boiled; ethnics; antiquarian revival; Holmesian scholarship; the pastiche. Writers to be considered will include Doyle, Chandler, Hammett, Stout, Simenon, Freeman, Christie, Macdonald, Parker, Thomson, Rendell, and James. Critical appraisals will take direction from Auden, Chesterton, Barzun, Van Doren, Routley, Haycraft, Winks, and Greene. John McAleer

EN 534 Self-Conscious Novel (S: 3)

A study of major works in the history of narrative fiction, focusing on the development of a tradition of novels about the writing and reading of fiction. Readings will include works by Rabelais, Cervantes, Sterne, Gide, Borges and Robin Lydenberg others.

EN 540 Romantic Novel (F: 3)

In this course we will ignore the conventional boundaries between genres (as many Romantic writers did themselves) in an effort to forge new connections among a number of early nineteenth-century texts. In addition to poems by Wordsworth, Coleridge, Shelley, and Keats, we will read novels by Wollstonecraft Maria, Hogg Private Memoirs and Confessions of a Justified Sinner, and Mary Shelley Frankenstein, Dorothy Wordsworth's journals and Keats' letters, DeQuincey's Confessions of an English Opium Eater and Lamb's Essays of Elia. Alan Richardson

EN 543 Humor (S: 3)

An experimental course that will attempt to see whether the study of humor theory and humorous literature can enhance our sense of humor and our ability to write humorous prose. Or will this process shrivel our brains and leave us incapable of crossing streets and changing light bulbs? The course will begin with an introduction to current thinking about the form, content, and functions of humor. We will then read humorous works by such writers as Shakespeare, Poe, Thurber, Carroll, Bierce, Irving, and Woody Allen, and in current publications and magazines. Finally, we will set out,

alone and in groups, to write, perform, and evaluate humorous works of our own.

Paul Lewis

EN 552 (SL 552) Poetic Theory (S: 3) See course description under Slavic and Eastern Languages section. *Michael Connolly*

EN 561 Classics of Fiction (F: 3)
A detailed analysis of Emma, Great Expectations,
Women in Love, Huckleberry Finn. Joseph Longo

EN 570 Prose Writing (F, S: 3)

A practical course designed to help students sharpen the skills needed in all forms of writing: finding and narrowing a subject, gathering specific information, addressing an audience, and editing to achieve greater clarity and force. Weekly non-fiction papers and weekly conferences. This course is open to majors and non-majors, to all students who want to improve as writers. Limited enrollment.

The Department

EN 577 Writing Workshop: Poetry (F: 3)
Training and practice in the writing of verse.
Instructor and class will serve as a critical audience for the work of each of its members. Limited enrollment.

Andrew Von Hendy

EN 579 Writing Workshop: Fiction (F: 3)
An intense course in the training of writers of short fiction, directed toward professional markets.

Leonard Casper

EN 582 Writing Workshop: Film Scenario (F: 3)

This course will proceed:

1. from short story to film scenario

2. from original script to film scenario The recently completed TV series on the American Short Story (now published in 2 vols.) will furnish short story texts, film scenarios, director interview, and one authoritative analysis of the author's work. *Joseph McCafferty*

EN 583 Writing Workshop: Short Story (S: 3)

This course will provide encouragement, practice, and criticism for students interested in writing short (or, if you prefer, not-so-short) fiction. Narrative preferences from the traditional to the experimental are welcome. Emphasis on making choices, inventing voices, and making the story work better.

Robert Chibka

EN 588 Writing Workshop: Business (F: 3) An integrated series of discussions and exercises designed to develop proficiency in clear, vigorous writing, for business and other practical applications.

Daniel McCue, Jr.

EN 591 Scholar of the College Project
By arrangement The Department

EN 599 Undergraduate Reading & Research (F: 3-S: 3)

By arrangement The Department

Elective Courses Open to Both Graduates and Undergraduates

EN 609 Medieval Survey (S: 3)

The aim of the course is to survey the best and most significant literature written in English from the 12th through 15th centuries, excluding Chaucer. Readings will be mostly in Middle English, with some modernization. Such works as Layamon's Brut, The Anchoresses' Rule, The Fox and the Wolf, The Land of Cokayne, Handling

Sin, Sir Orfeo, the alliterative Morte Arthure, Barbour's The Bruce, The Pearl, Piers the Plowman, Sir Gawain and the Green Knight, and Malory's Morte Darthur will be read in full or in part. Relevant cultural, social, and political background will be discussed. This course requires a cheerful willingness to tackle the challenges of an earlier stage of English.

Raymond Biggar

EN 614 Major Literary Criticism (S: 3)
This course will attempt to develop and investigate some of the most important and enduring problems of literary criticism through the careful reading of a number of classic and modern critical texts. The problems will include the relation of imitation to expression, the respective roles to be played by reason and emotion, and the moral function (or lack of it) of literature. Among the authors read will be Aristotle, Longinus, Horace, Sidney, Dryden, Johnson, Coleridge, Arnold, Eliot, and Richards. Classes will be conducted almost entirely in discussion.

William Youngren

EN 673 Modern Drama (S: 3)
A study of major trends in British drama since
World War 11 with emphasis on Samuel
Beckett. Kristin Morrison

EN 699 Old English (S: 3)

A survey of English literature from the beginnings to 1066. The language will be learned while selected prose texts are read; followed by a number of poetic masterpieces such as *Battle of Brunanburh*, *Battle of Maldon*, *Judith*, *Wanderer*, *Seafarer*, *Wife's Lament*. Other poems, including Beowulf, may be dealt with partly or wholly in translation.

Richard Schrader

Fine Arts

Faculty

Professor Pamela Berger, A.B., A.M., Cornell University; Ph.D., New York University

Professor Marianne W. Martin, A.B., Hunter College; A.M., Ph.D., Bryn Mawr College

Professor John Steczynski, B.F.A., Notre Dame University; M.F.A., Yale University

Professor Josephine von Henneberg, Doctor in Letters, University of Rome

Associate Professor Kenneth M. Craig, Chairperson of the Department B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Associate Professor Jeffery W. Howe, A.B., Carleton College; Ph.D., Northwestern University

Associate Professor John Michalczyk, A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Associate Professor Michael W. Mulhern, B.F.A., University of Dayton; M.F.A., Columbia University

Assistant Professor Elizabeth G. Awalt, B.A., Boston College; M.F.A., University of Pennsylvania

Visiting Artist Andrew Tavarelli, B.A., Queens College

Program Description

The Department offers two majors, one in Art History and another in Studio Art. A wide range of courses in film-making, film history, film critique and photography is also provided by the Department.

Art History

The major in Art History offers the interested student an opportunity to develop a knowledge and understanding of the visual environment created by man in the course of time. The Departmental courses provide both a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critic or employment in the art business world such as commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their Department advisors. Students are encouraged to take as many courses as possible in history, literature, philosophy, foreign languages, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

- 1. FA 101–102 Introduction to Art History (2 courses), FA 103–104 Art History Workshop (2 courses) normally to be completed by the end of the Sophomore year.
- 2. Seven additional courses of which four must have FA numbers at or above the 300 level and three must have FA numbers at or above the 200 level. At least *one* course must be chosen from each of the following periods:

Ancient Art Medieval Art

Renaissance through Eighteenth Century Art

Nineteenth and Twentieth Century Art

3. FA 401 Seminar in Art Historical Research (3 credits) is required and must be taken during the Junior or Senior year. This course may be counted as one of the seven courses listed in paragraph 2 above.

Double Majors in the Department must fulfill all requirements for *both* majors.

Studio Art

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. (The program is to be worked out in consultation with the department advisor.)

- 1. FS 101, 102, 103 Foundations of Studio Art (9 credits) Drawing, Painting, Sculpture
- 2. FA 101–102 Introduction to Art History (6 credits)
- 3. FS 221 Color
- 4. Six additional courses with FS numbers. These must include at least three 300 level courses and the senior project (FS 498). Students must have taken at least 4 semesters of work relating to their senior project prior to the senior year.
- 5. Portfolio reviews are required in the second semester of the sophomore and junior years.
- 6. In addition to the required courses, the following are recommended:

FA 257–258 Modern Art

FA 355 From Gauguin to Dali

FA 356 Art Since 1945

FS 499 Advanced Seminar in Studio Art

7. Summer travel and summer courses are also recommended for enrichment. Consult department advisor.

Course Offerings

Art History

FA 101–102 Introduction to Art History (F: 3–S: 3)

The fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with ancient Egyptian art through the art of the medieval period in the first semester. This course will examine some earlier material from an archaeological perspective but its main emphasis will be on style and meaning in art. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in greater Boston. (Renaissance through modern art is taught in FA 102 in the Spring). This course may be taken for Core credit. Pamela Berger Kenneth Craig

FA 103-104 Art History Workshop (F: 3-S: 3)

Jeffery W. Howe

The primary objective of this two-semester course is to expose the student to a series of problems in order to understand more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101–102). Critiques and discussions also try to develop greater aesthetic sensitivity. Required for art history majors. No prerequisites.

Aileen Callahan

FA 107 History of Architecture (F: 3)
The evolution of architectural styles in the western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced development of those styles. This course may be taken for Core credit.

Josephine von Henneberg

FA 108 Great Art Capitals of Europe (S: 3) For art historians, art lovers, urbanists and travelers. The course deals with the cities that led the Western world in artistic accomplishments, among them Athens, Rome, Paris, and London. In these cities art styles were born and often reached their finest expression. Emphasis will be placed on the art that is collected in the museums and monuments of each city. The growth of each city will be traced and the historic styles that shaped it defined. This course may be taken for Core credit.

Not open to students who have taken FA 101 or FA 102.

Pamela Berger
Josephine von Henneberg

FA 109 Aspects of Art (F, S: 3)

This course will attempt to view Western art in terms of a number of universal considerations. Specific objects will be investigated with regard to such issues as structure, form, color, light, composition and the like. We propose, then, to avoid the usual approach to art as an historical

sequence of works and styles and replace this with a method based on concepts. This should result in an alternate means of comparison and evaluation that will prove as valuable as the more traditional modes. This course may be taken for Core credit.

Not open to students who have taken FA 101, FA 102, or FA 108. *Charles Colbert*

FA 175 Art of the Asiatic World (F: 3) A survey of Far Eastern art from ancient times to the present, designed to provide a broad

to the present, designed to provide a broad historical and cultural framework. Major monuments, important stylistic trends, and basic terminology and iconography will be emphasized. This course may be taken for Core credit.

Normajean Calderwood

FA 181 History of the European Film (S: 3) From a close study of various European films one detects certain patterns which are in retrospect designated as movements. Utilizing a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema. Lectures, readings, and discussion will reinforce the multiple viewings of films. This course may be taken for Core credit.

John J. Michalczyk

FA 211-212 (CL 212-213) Art of the Ancient Mediterranean World (F: 3-S: 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The Fall Term will begin with Egypt and Mesopotamia, and will emphasize Greek Art, through Philip and Alexander the Great, to the beginning of the Roman Empire.

the beginning of the Roman Empire.

The Spring Term will be devoted to Roman Art in its broadest sense, beginning with the Hellenistic world after Alexander the Great and moving to Etruscan and Greek Italy in the Roman Republic, and then to the Roman Empire. This course may be taken for Core credit.

Cornelius Vermeule

FA 221 Art of the Early Medieval World (F: 2)

This course treats the Early Medieval period in the East and West. The catacombs, the sarcophagi, the illuminated manuscripts, the mosaics and wall paintings will be studied with a view to giving the students a method of approaching individual works of art, a method that should provide them with a language for analyzing and interpreting the art work of various ages. This course may be taken for Core credit.

Pamela Berger

FA 222 Art of the Later Medieval World (S: 3)

This course treats the arts of the Late Byzantine, Romanesque and Gothic periods: architecture, sculpture, mosaics, wall paintings, illuminated manuscripts and stained glass windows will be treated. This course may be taken for Core credit.

Pamela Berger

FA 225 Irish Art (S: 3)

After a brief view of Irish megalithic art and Celtic art of La Tene Age in Europe, this course will turn to a study of the synthesis of Celtic motifs and aesthetic into the new Medieval style forged in Ireland. Pamela Berger

FA 231 Arts of the Italian Renaissance (F: 3)

This course will survey developments in art from the fourteenth to the fifteenth century. Painting, sculpture and architecture will be considered, and their developments followed in Florence and other artistic centers in Central and Northern Italy. Artists to be studied will include Giotto, Masaccio, Donatello, Ghiberti, Brunelleschi, Alberti, Botticelli, and Leonardo. This course may be taken for Core credit.

Josephine von Henneberg

FA 251 Modern Architecture (S: 3)

The evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F. L. Wright, Gropius, Mies van der Rohe, Le Corbusier. This course may be taken for Core credit.

Jeffery W. Howe

FA 256 Impressionism and Neo-Impressionism (F, S: 3)

The course emphasizes the origins and development of Impressionism in France, with special attention paid to the art of Rousseau, Daubigny, Millet, Courbet, Manet, Degas, Monet, Renoir and Pissarro. Parallel developments in England and Germany will also be considered before examining the changes in principle and form that were introduced by the Neo-Impressionists, Seurat and his friends and followers. The course will conclude with an assessment of the historical significance of Impressionism as a force acting on subsequent artistic endeavors. This course may be taken for Core credit.

The Department

FA 257-258 Modern Art: 19th and 20th Centuries (F: 3-S: 3)

An introduction to art in the western world from the late 18th century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment which helped shape it whilst being shaped by it in turn. The course extends over two semesters; either semester may be taken separately. The fall semester will cover Neoclassicism through Impressionism. Artists studied in the first segment include: David, Goya, Turner, Monet and Rodin. Spring semester begins with Post-Impressionism and ends with contemporary art. Artists covered include: Van Gogh, Matisse, Picasso, Brancusi, Duchamp, Pollock. This course may be taken for Core credit.

Jeffery W. Howe The Department

FA 263-264 The Arts in America (F: 3-S: 3)

The concept of identity has always been more problematic with regard to American art than with its European counterpart. Not only have Americans had to encounter the wilderness of a new and unsettled continent, but they have also had to determine their standing in relation to their European forebearers. The American artist in particular, then, had to develop a unique synthesis of tradition and newness. This struggle is a source of much of the drama and interest of our cultural past and will form the underlying theme for this course. Beginning with colonial artists such as Copley, we will study the dynamics which enabled figures

like Kensett, Whistler, Eakins, and Hopper to achieve levels of very high quality in the face of an environment which was often indifferent to or unaware of their efforts. The purpose of this course, then, will be to investigate those singularly American experiences which formed our painting and sculpture up to the time of World War II when new factors drastically altered this evolution. This course may be taken for Core credit.

Charles Colbert

FA 267 From Salt-Box To Skyscraper: Architecture in America 17th-20th Centuries (F: 3)

This course will trace the development of architecture in America from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston Area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course may be taken for Core credit.

Jeffery W. Howe

FA 278 Arts of Japan (S: 3)

Although Japanese art was influenced by Chinese art, it had a distinct character of its own and maintained its originality from the beginning. Whereas Chinese art was one of dignity and seriousness, the Japanese found pleasure in relating art to man and his activities, and a large element of humor is present in their works. Love of nature inspired a fine landscape tradition in their painting. Their strong interest in genre scenes became best known in the West through woodcuts of the Ukiyo-ye school, which had a strong influence in Impressionism. Decorative design is probably their greatest genius, and is not matched by any other culture in the Far East. This is best illustrated by all articles of daily use, where they placed great value on the visual impact of the object at hand. There are no prerequisites for this course. All elements of Japanese art will be studied through slides. There will be visits to the collections of the Museum of Fine Arts. Normajean Calderwood

FA 285-286 Nineteenth and Twentieth Century Photographic History (F: 3-S: 3) A survey of photographic imagery and technology from 1839 until the present day in France, England and the United States. The Fall term will cover the period from I839 to turn-of-the century Pictorialism. This course emphasizes trends, themes and major developments, and discusses the cross-influences between photography and painting. The Spring term will begin with an overview of the contributions of Pictorialism and will show the evolution from Straight Photography to modern-day photography. The major photographers and developments of art photography will be the basis for the course, but documentary photography and photojournalism will also be covered. Readings will focus on 20th century photographic criticism. This course may be taken for Core credit. The Department

FA 288 (RL 361) The French Literary Filmmakers (F: 3)

Film and literature have enjoyed a symbiotic relationship since the turn of the century. The course studies this rapport in French culture by dealing with adaptations from the novel to the screen and the creative works of novelists turned filmmakers. At the heart of the course is an analysis of the cinematic and literary

work of Cocteau, Malraux, Duras, Robbe-Grillet, Giono, Pagnol and Guitry.

John J. Michalczyk

FA 296 (HS 249) (RL 294) Italy: Art Literature, History (S: 3)

An interdisciplinary course. It will consist of ten two-hour lectures in English, to be followed by an optional three-week field-trip to Italy. The history and culture of two cities—Florence and Rome—will be studied in their general lines with emphasis on the period from ancient Rome to the Baroque era. Lectures will focus on the social context as well as the artistic trends and figures associated with the two cities.

Rena Lamparska

L. Scott van Doren Josephine von Henneberg

FA 311 (CL 311) Greek Art & Archaeology (F: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever changing and evolving style, Greek art embodies the highest artistic ideals of the Western world. This course will present major aspects of Greek art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the age of Pericles. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth M. Craig

FA 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The "High Renaissance" was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists.

Josephine von Henneberg

FA 341 From Bosch to Bruegel (S: 3) Sixteenth century art in the Netherlands from the perplexing and enigmatic paintings of Hieronymus Bosch to the genial works of Pieter Bruegel the Elder. This course will focus on artistic themes and ideas in a century of religious and social upheaval and will study the impact of German and of Italian Renaissance art on Netherlandish masters. Kenneth Craig

FA 342 The Age of Rembrandt (S: 3)
The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

Kenneth Craig

FA 353 Romantic Era (S: 3)

The course begins with a consideration of anti-Rococo developments in terms of Neoclassic reform and new moralizing tendencies. Special attention is given to Goya and to David and to the Romantic aspects of Neoclassicism as seen in Canova and Ingres. The diverse phenomena of Romanticism are studied in the art of England, Germany, and France, with attempts to distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of Romantic landscape painting from its eighteenth-century origins through such artists as Constable, Turner, and Corrot is also stressed.

Jeffery Howe

FA 355 From Gauguin to Dali: Late 19th and Early 20th Century Art (F: 3)

From an examination of the diverse reactions to Impressionism in the 1880's the course proceeds to a discussion of art nouveau, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-traditional currents from Dada to Surrealism are analyzed.

The Department

FA 356 Art Since 1945 (F: 3)

This course will survey the history of painting and sculpture from 1945 to the present. Developments in American Art will be emphasized.

The Department

FA 381 Propaganda Film (S: 3)

From its very birth in 1895 cinema has been used internationally as a "celluloid weapon." This course provides, on one hand, an analysis of approximately I0 films and the parallel literary works of socio-political nature to support this fact, and on the other hand, the context of the myths which yield these films: communism/anti-Communism, Fascism/anti-Fascism. No prerequisites.

John Michalczyk

FA 384 History and Art History into Film (F: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, shooting schedules, making the "board," budgeting, funding, production design and costume research. Possible student projects will entail art-historical research related to costumes, props or possible architectural ambiences for such films, the making of shooting schedules and "boards;" research into appropriate musical themes; etc. *Pamela Berger*

FA 391 Museum Studies (F: 3)

An introductory survey of the history, theory and social functions of museums and aspects of museum works, such as acquisition, conservation, exhibition and cataloguing. Class time will be devoted largely to visits to local institutions for talks with their staffs and first-hand study of their operations. The major class project may be the organization and installation of an exhibition in the Boston College Gallery. Previous work in art history is recommended.

The Department

FA 395 Italian Study Tour (S: 3)

A course designed for writing research papers based on material gathered on the Italian Study trip of the past summer. Open by permission of the Department only.

Josephine von Henneberg

FA 401 Seminar in Art Historical Research (F: 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

Kenneth Craig

FA 403-404 Independent Work (F, S: 3)

This course may be given from time to time to allow students to study a particular topic which is not included in the courses that are offered.

The Department

FA 483 Social Issues in the Cinema (S: 3) Fred Wiseman struck a raw nerve in the filmviewing public and state government when he disclosed the horrors of everyday institutional life in Bridgewater State Prison for the criminally insane. Titicult Follies (1967) created a major legal battle within the Massachusetts legal system and insured Wiseman of a reputation as a controversial documentary filmmaker. Since then, Wiseman, a Boston-based attorney, has concentrated on revealing the inner mechanisms of various institutions in his repertoire of 19 films: government office (Welfare), medicine (Hospital), education (High School), police (Law and Order), monastic life (Essene), and the Army (Basic Training). His perspective is ordinarily unbiased and yet extremely provocative.

This course is designed to study social issues raised by Wiseman. The research preparation for each film is crucial. The introduction to each work will offer the major thrust of the film, the history of the production, and the principal issues involved. The screening of approximately ten films will serve as a visual cross-cut of society's urgent problems and concerns facing it today. Discussion following the film as well a possible guest appearance by the filmmaker will conclude each unit.

John Michalczyk

FA 499 Scholar of the College (F, S: 3) A&S students who want the challenge of work ing intensively on a scholarly or creative project of their own design during their senior

ing intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. Candidates must have at least a 3.3 average; they apply through the Department chairman, with the approval of a faculty supervisor, and are selected by the dean. They normally take two upper-division electives in each semester of their senior year, and have the rest of their time to work independently on their projects. Application deadline is normally in the late fall of a student's junior year. See the Arts and Sciences section of this catalog, or contact the dean's office for a full description of the requirements. The Department

Studio Art (including Film and Photography)

FS 001-002 Introduction to Studio Art (F: 3-S: 3)

The course, geared to the Liberal Arts student, provides both an academic and contemporary approach to drawing and painting, with elementary and advanced theory of design, composition, and organization. It includes figure drawing from live model, formal structure, introductory anatomy, foreshortening, composition and chiaroscuro in charcoal, conte crayon, pastel and an introduction to color.

The second semester is devoted to the use of various media: oil painting, water color, pastel, conte cragon, and an introduction to modeling in clay. Assignments include review portfolios.

Paul S. Keaveney

FS 003-004 Introduction to Ceramics (F: 3-S: 3)

An introductory course for students desiring a foundation knowledge in the possibilities of clay. This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into con-

sidering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information

The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

Mark Cooper

FS 101 Drawing I: Foundations (F, S: 3)
The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and an understanding of the formal properties inherent in picture making.
Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art. This course may be taken for Core credit.

Alston Conley

Michael Mulhern John Steczynski

FS 102 Painting I: Foundations (F, S: 3)
This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning "to see" as the cornerstone for painting, but involves abstraction as well as representation. The emphasis is on making the painting come alive rather than on "copying." Students are expected to paint in class as well as at home. Critiques, slide lectures and museum visits are an integral part of the course. This course may be taken for Core credit.

Alston Conley Andrew Tavarelli

FS 103 Sculpture I: Foundations (F, S: 3)
The realization of images in 3 dimensions takes many forms, from relief to free-standing object, from observation to transformation.
This course is an introduction to the language and processes used in making sculpture.
Through demonstrations, discussions, museum visits and assignments the student will be encouraged to develop a broad vocabulary and personal vision. This course may be taken for Core credit.

Michael Mulhern

FS 145 Beginning Ceramics: Introduction to the Figure (F: 3)

An introductory course for students with or without art experience who want to explore art making that considers the figure as a source. This course will use clay as a primary material; but, will also explore a variety of other materials, such as drawing, painting, plaster and found objects/assemblage. The course will explore a range of attitudes from realistic to abstract. Models will be used throughout the semester.

Mark Cooper

FS 161 Photography I (F, S: 3)

This course in beginning photography is oriented toward those with an interest in contemporary art and self-expression. Topics to be covered include exposure and development of film, printing, and mounting for exhibition. Regular visits to galleries, museums and lectures will be expected of each student in addition to the assembly of a final portfolio.

Charles Meyer Jim Stone

FS 171 Film-making I (F, S: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent film-making: shooting, lighting, and editing. Film as a form of expression and communication. A class for beginners. Equipment is provided. *Cindy Kleine*

FS 173 Animation I (F, S: 3)

An introduction to film animation, covering a variety of techniques. The basic concepts of transformation, movement, and timing will be taught, through assignments which include both 2-dimensional and 3-dimensional techniques. Animation will be used creatively as a means of personal expression, with emphasis on concept and communication. A number of animated films will be shown each week, serving to illustrate and explain the processes of animation.

Karen Aqua

FS 203-FS 204 Drawing II-Drawing III (F: 3-S: 3)

Prerequisite: FS 101 or permission of the instructor

The course uses the classical academic drawing traditions as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation in a variety of media. The first semester stresses perspective related problems, and the second semester lays the foundation for problems related to drawing the human figure.

John Steczynski

FS 221 Color (S: 3)

A course concerned primarily with sensitizing the student to understanding, seeing and using color with more subtlety and sophistication. The course has two components: a technical part dealing primarily with color mixture and color interaction: and an intuitive part, consisting of free color studies.

Mary Armstrong

FS 223-FS 224 Painting II-Painting III (F: 3-S: 3)

Prerequisite: FS 101–102 or permission of the instructor

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

Andrew Tavarelli

FS 225-226 Watercolor I-Watercolor II (F: 3-S: 3)

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still life, the figure and landscape; critiques and slide presentations. Previous drawing experience is recommended.

Elizabeth Awalt

FS 241-242 Ceramics I-Ceramics II (F: 3-S: 3)

No prerequisite

Stress is placed on the basic fundamentals of ceramics as a means for self-expression through sculptural or functional concerns. The course is conducted through informal talks, slide lectures, and demonstrations. These include orientation and exploration of the possibilities of clay and glaze, technical background, history and attitudes towards ceramic objects.

Students are required to spend an appropriate time outside of class on specific projects.

Mark Cooper

FS 252 Sculpture III (S: 3)

An introduction to sculpture. The course focuses on acquiring basic skill and understanding the underlying concepts of three-dimensional form. A variety of design and compositional approaches will be explored in a series of projects. Through slide lectures, demonstration, and critiques, students will examine both traditional (the sculpture object, the wall relief, etc.) and contemporary concerns (environments, installations, 3-D paintings, etc.) Emphasis will be placed on developing a broad vocabulary and personal vision. Alston Conley

FS 261 Photography II (F: 3)

Prerequisite: FS 161 or permission of the instructor

A course exploring the potential of the photographic image for personal expression. Lectures will include topics in the history of photography as a creative art, and the class will visit gallery exhibits when appropriate.

> Charles Meyer Jim Stone

FS 267 Experimental Photography (S: 3) This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the exploration of an individual direction for the student artist through non-standard application of photographic principles. Topics available for discussion include Sabettier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside of class will be expected. Jim Stone

FS 273 Film-making II (S: 3)

Prerequisite: Film-making 1 or permission of the instructor

This course is designed for students who want to make movies. Utilizing state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the film-making process. Equipment is provided. Class limited to 12 students.

Charles Meyer

FS 275 Animation II (S: 3)

An advanced course in film animation, providing in-depth, intensive experience. Unique and personal expression, combined with a thorough technical knowledge, will enable students to make a mature and sophisticated exploration of the medium. Students will work towards completion of a short animated film.

Karen Aqua

FS 301-FS 302 Drawing IV-Drawing V (F: 3-S: 3)

Prerequisite: FS 204 or permission of the in-

The course uses the human figure to expand the student's abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition. John Steczynski

FS 307-FS 308 Drawing VI-Drawing VII (F: 3-S: 3)

Prerequisite: FS 302 or permission of the instructor

The course is for students who want to explore advanced problems through drawing. Through this process, they are expected to develop a personal individual direction, preferably related to work they are doing in other areas. Ultimately they should be creating major works in various media on paper. There will be an interchange of ideas in class through indepartment discussions and critiques.

The Department

FS 323-FS 324 Painting IV - Painting V (F: 3-S: 3)

Prerequisite: FS 223-224 or permission of the instructor

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting II & III but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin work toward more personal means of painting. Andrew Tavarelli

FS 344 Ceramics III-Vessels/Wheelthrowing (S:3)

No prerequisite Emphasis is placed on the development of ideas pertaining to vessels/containers. This covers a range of issues from function to metaphor which allows for sculptural and painterly adaptations. Fundamentals of throwing on the potter's wheel along with various handbuilding and glaze techniques will be demonstrated

throughout the semester. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas.

Mark Cooper

FS 345, 346, 347, 348 Advanced Ceramics II, III, IV, V (F, S: 3)

This is a ceramics course established to assist the individual in his or her aesthetic pursuits. The student may arrange class times on Wednesdays. Instruction will be given on an individual level appropriate to the student's previous ceramic experience. The student will be given a private space within the ceramic area. Along with developing an aesthetic, the student will be assisted in understanding and creating clays and glazes as well as kiln firing and construction. Mark Cooper

FS 363 Photography III (S: 3)

Prerequisite: FS 261-262 or permission of the instructor

This course is designed for those with a strong commitment to still photography as a creative discipline. The course will concentrate on traditional and non-traditional photographic image-making, with extensive darkroom production and field trips. The class will act as a forum for critiquing work and for presenting historical and contemporary slides. 35mm camera is required. Class limited to 15 students. Charles Meyer

FS 385-386 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. Department permission required.

The Department

FS 485-486 Independent Work (F: 3-S: 3) A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. Department permission required.

The Department

FS 498 Senior Project (F: 3)

Required of all Studio Art majors. Students must have taken at least 4 semesters of work relating to their project prior to the Senior year. Directed by a member of the Department and evaluated by departmental review.

Elizabeth Awalt

FS 499 Advanced Seminar in Studio Art: The Artist's Journal: An Exploration into the **Self** (S: 3)

Prerequisite: For Studio or Art History majors only, or with permission of the instructor This class will be twofold. Students will read artists' journals and discuss them (Delacroix, VanGogh, Gauguin, Klee, Truitt). Students will also create their own journals. These will serve both as art works in themselves as well as vehicles for exploring personal feelings and ideas. Much discussion and soul searching is encouraged and the question of how I connect my life with my artwork will be addressed. Visiting artists who specialize in artists books will be invited to the seminar to present their works and Elizabeth Awalt

Note: A laboratory fee is charged in all studio courses.

Geology and Geophysics

Faculty

University

Professor George D. Brown, Jr., B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

Professor James W. Skehan, S.J., Director, Weston Observatory A.B., A.M., Boston College; Ph.D., Harvard

Associate Professor Emanuel G. Bombolakis, B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Associate Professor Benno M. Brenninkmeyer, S.J., Chairperson of the Department

A.B., Boston College; Ph.D., University of Southern California

Associate Professor John E. Ebel, A.B., Harvard University; Ph.D., California Institute of Technology

Associate Professor J. Christopher Hepburn, A.B., Colgate University; A.M., Ph.D., Harvard University

Associate Professor Rudolph Hon, M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Associate Professor David C. Roy, B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Adjunct Associate Professor Alan L. Kafka, B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Assistant Professor John F. Devane, S.J., Acting Director, Weston Observatory A.B., A.M., Boston College; M.S., Fordham University

Program Description

Major in Geology or Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a program with an emphasis in Geology, Geophysics, a combination of Geology and Geophysics, or the Environmental Geosciences. Students may also formulate a more general course of study in Earth Science. Within the broadly defined constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. It is recognized that students may wish to major or have a concentration in the earth sciences for a variety of reasons including:

- 1. a desire to work professionally in one of the earth sciences,
- 2. a desire to major in the Geosciences as part of a liberal arts education,
- 3. a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful.
- 4. a desire to teach earth science in secondary schools, or
- 5. a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphasis is on the composition, structure and history of the earth; for others, investigations are aimed at understanding geologic processes and the modifications of materials they produce. Recently the environmental concerns of man-induced pollution and shortages of energy, clean water, and other natural resources have introduced exciting new fields of investigation to the science. The earth scientist of today has the choice of working outdoors in the field or in ultra-modern computer-equipped laboratories. The number and complexity of problems addressed by geologists and geophysicists and geo-environmentalists will only increase in the future; thus, students choosing to work in these areas can look forward to exciting and financially rewarding careers.

Any major in Geology and/or Geophysics may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made between the beginning of the junior year and the beginning of the senior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon: a) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; b) approval by the Undergraduate

Program Committee of the thesis and the candidate's academic record.

Students in the Department are urged to fulfill at least one of the elective courses with a project-oriented research course during their senior year.

Students may propose substitutes for particular course requirements by petitioning, in writing, the Department Undergraduate Policy Committee.

Environmental Geosciences Major

This new program serves as an excellent major both for students who wish to concentrate in the environmental sciences; as well as for those who may use their environmental studies as preparation for careers in law, conservation, park rangers, or foresters, etc. Students concentrating in Environmental Geosciences should work out their programs closely with a Departmental advisor to insure both breadth and depth in this subject area, but must complete the following course requirements: (1) A total of 10 courses in the Department of Geology and Geophysics, no more than four of which may be at the I00 level. (a) These courses must include either Introduction to Geology and Geophysics I, with the laboratory (GE 132) or Planet Earth I, (GE 115) or Introduction to Earth Science (GE 180). The Dynamic Earth (GE 197) plus the Introduction to Geology Laboratory (GE 133) may substitute for GE 115, 132, or 180. (b) Three courses from among the following: Introduction to Geology and Geophysics II (GE 134); Geologic Hazards, Landslides and Earthquakes (GE 143); The World of Oceans and Coastal Environments I and II (GE 157 and 160); Meteorology (GE 170); Mineralogy (GE 200); Structural Geology I (GE 285); Stratigraphy and Sedimentation (GE 264); Petrology I (GE 270). (c) At least one course from among the following: Geochemistry (GE 302); Modern and Ancient Sedimentary Environments (GE 460); Hydrology (GE 395); Engineering Geology (GE 542). (d) five elective courses in the Department to be chosen by the student with his or her advisor. (2) A year of another laboratory science (Chemistry, Physics, or Biology) is required. Students are encouraged to take additional courses in Mathematics (Calculus), Chemistry, Physics and Biology. Up to two courses taken in these subjects in addition to those in (2) above may be substituted for the electives in the Department ("d" above). Students are also advised that other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to and approval by the Departmental Undergraduate Policy Committee.

Geology Major

Students majoring in Geology will take the following courses: Introduction to Geology and Geophysics I and 11 (GE 132, 134), Mineralogy (GE 200), Structural Geology I and II (GE 285, 385), Petrology I and II (GE 270, 272), Stratigraphy and Sedimentation (GE 264) and at least two additional electives (with a minimum of one being numbered 300 or above) in the Department to bring the total number of Departmental courses to 10. Also required are two semesters of Calculus MT 104 and MT 105 or their equivalent (e.g. MT 100–101, and MT 200), two semesters of Physics using Cal-

culus (PH 209–210 or PH 211–212) and two semesters of Chemistry with laboratory (CH 109–110, or CH 117–118). The Department strongly advises that Mathematics through MT 205 be taken, and a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300 level Departmental electives upon written approval of the Chairman prior to taking the field course. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

Geophysics Major

Students majoring in Geophysics will fulfill the following course requirements: Introduction to Geology and Geophysics I and II (GE 132, 134), Structural Geology II (GE 385), Introduction to Geophysics (GE 391), plus three other courses in geophysics, two additional Departmental electives numbered 200 or above, and two additional electives approved in advance by the student's advisor in Departmental courses numbered 400 or above or in advanced courses in Physics or Mathematics beyond those required below. (Note: May be fulfilled by a combination of courses such as one advanced Departmental course and one advanced Physics course, etc.). Thus 11 courses are required in addition to the outside science requirements. These outside science requirements for the Geophysics major are: one year of Chemistry, with laboratory (CH 109-110 or CH 117-I18); Calculus through MT 305 or MT 303, and four semesters of Physics, to include at least two semesters of Physics from among the following: PH 327, PH 401, PH 425, PH 515, in addition to two semesters of Introduction to Physics with Calculus (PH 209-210 or PH 211-212). Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

Geology-Geophysics Major

This major may be desirable for those seeking the advantages of both programs and is considered excellent preparation for those looking toward employment in industry following graduation with a B.S. degree. However, the student is cautioned that this combined program is clearly more intensive than either of the separate majors in Geology or Geophysics.

Students majoring in Geology-Geophysics will take the following courses: Introduction to Geology and Geophysics 1 and II (GE 132, 134), Mineralogy (GE 200), Structural Geology 1 and II (GE 285, 385), Petrology I and II (GE 270, 272), one course in sedimentary geology, and at least three courses in Geophysics. Also required are two semesters of Chemistry with laboratory (CH 109–110 or CH 117–118), Calculus through MT 305 or MT 303, and three semesters of Physics to include at least one semester of Physics from among the following: PH 327, PH 401, PH 402, PH 425, PH 515, in addition to two semesters of Introduction to Physics with Calculus (PH 209-210 or 211-212). Courses in computer science are highly recommended in the elective program. The student will plan an elective program in consultation with his or her advisor.

Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is now part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department for education in the geosciences, and a center for research in the fields of geophysics, energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and ancient movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a forty-station regional seismic network which records data on earthquakes in the northeast as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility, established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa.

Core Program

The Core course offerings in the Department reflect the view that the planet Earth is the only one we ourselves shall ever live upon. This uniqueness requires that we consider the implications of our actions in our environment, whether they be the discharge of pollution, the use of petroleum and other natural resources, or the places in which we choose to live. The physical, chemical and biological factors of our environment home are a complex that affect all of us, some in direct and serious fashion; others in indirect and minor ways. However we view the earth we live upon, we are directly tied to it. The courses that we include for offering as Core courses include a variety of subjects, approaches, and viewpoints. The variability provides maximum freedom of choice at both introductory and advanced levels, although all presume no prior knowledge of the science. Though you will not become scientists by enrolling in these courses, perhaps you will learn to view our home planet in a different and hopefully, more responsible fashion.

The following courses are intended for fulfillment of the science Core requirement and have no prerequisites unless specified. Others may be substituted upon petition and consideration. Also note that GE 345 is part of the Departmental Core Program, at a more advanced level.

An asterisk after a course title indicates that a course carries a laboratory fee.

Course Offerings

Core Courses

GE 115 Planet Earth I* (F: 3)

An introduction to the concepts and processes of our only home and its environment, planet Earth. Simulated field trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology, and guide much of his or her own development in the subject. One two-hour A-T session and two one-hour lectures per week.

E.G. Bombolakis

GE 125 Planet Earth II* (S: 3)

A sequel to GE 115, this course will explore the development of planet Earth, with special attention to North America and the United States, and the history of evolutionary development of life forms that have inhabited its surface through time. One two-hour Audio-Tutorial laboratory exercise, including small group discussions, will provide weekly opportunities to demonstrate a grasp of and to clarify the subject matter; two one-hour lectures per week. GE 115 is not a prerequisite for this James W. Skehan, S.J. course.

GE 132 Introduction to Geology and Geophysics I (F: 3)

An introduction to the important geological processes operating on and within the earth. Intended for geology and geophysics majors, majors in other sciences, and other students wishing a more advanced course than is given in GE 115-125. Fulfills Core science requirement. Laboratory (GE 133) is required for Geology and Geophysics and Environmental Geosciences majors, but optional for nonmajors. J.C. Hepburn

GE 134 Introduction to Geology and Geophysics II (S: 3)

A continuation of GE 132 with an emphasis on geophysical aspects of the earth: seismology, radioactive dating, magnetism, and gravity. May be taken without GE 132 with permission of instructor. Fulfills Core science requirement. Laboratory (GE 135) is required for Geology and Geophysics majors. Denis Reidy, S.J.

GE 133-135 Introduction to Geology and Geophysics Laboratory* (F: 1-S: 1) Laboratory required for Geology and Geo-

physics and Environmental Geosciences majors and open to other interested students enrolled in GE 132-134.

One two-hour laboratory per week and field J.C. Hepburn Denis Reidy, S.J.

GE 143 Geologic Hazards, Landslides, and Earthquakes (S: 3)

The origin of common types of earth material and several landform features will be reviewed during the first few weeks. The purpose of this review is to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the type of catastrophe that eliminated the entire city of Helice, Greece, in 373 B.C.; recent disasters such as the Vaient dam disaster and the Alaskan earthquake; and the prediction of earthquakes in California and the eastern United States.

E.G. Bombolakis

GE 145 Geophysical Hazards (F: 3)

An overview of current prediction capabilities for geophysical events of the solid earth (earthquakes, volcanoes, landslides), the atmosphere (storms, tornadoes) and the hydrosphere (floods). Emphasis is placed on societal values of prediction as well as on accomplishments and still unsolved problems.

Two 75-minute lectures per week.

John F. Devane, S.J.

GE 150 Introduction to Astronomy* (F: 4) The solar system, the universe, bodies in space, and their origins and relationship are the focus of this course. The Audio-Tutorial format is used to allow for individualized study of selected topics. Three hours of lecture and one Audio-Tutorial session or telescope viewing per week. Edward Brooks

GE 157-160 The World of Oceans and Coastal Environments* (F: 4-S: 4)

A non-mathematical discovery of the environments of the world's oceans and coast lines. Topics examined include a history of the growth of ocean basins, a description of the landforms and sediments found on the ocean bottom, the characteristics of ocean water, the movement of the water by waves, tides and currents. The second semester emphasizes the evolution, ecology and physical processes of beaches, coral reefs, estuaries, and deltas-areas where the ocean meets land, as well as the animals and plants that live in both the deep and shallow waters as well as at the water's edge. Man's effect upon and benefits from each of these environments and ecological niches is stressed.

Two one-hour lectures per week. One oneand-a-half-hour laboratory and one optional demonstration, film and/or discussion each week. A field trip in the second semester. Second semester can be taken without the first Benno M. Brenninkmeyer semester.

GE 170 Introduction to Meteorology (S: 4) Description and examination of the properties and characteristics of the Earth's atmosphere. Meteorological instruments, analysis of relationships involving temperature, moisture, wind systems and fronts, and weather modifications will be discussed.

Three hours of lecture and one discussion per week. The Department

GE 177 Cosmos (S: 3)

Man is in the process of exploring the Solar System and beyond. The spectacular results and photographs of recent manned and unmanned space programs, including Apollo (moon), Viking (Mars), Pioneer and Voyageur (Mercury, Venus, Jupiter, Saturn) will be reviewed to help develop models for the geologic evolution of these bodies and a current picture for the origin of the Solar System. The question of life on other planets, particularly Venus and Mars, will be discussed as will the impact of space exploration programs on our understanding of the earth's history. Lectures will be supplemented by various films, slides and selected portions of video tape from the Cosmos J. C. Hepburn

GE 180-182 Introduction to Earth Science* (F: 3-S: 3)

This course will cover an introduction to the various disciplines that traditionally are considered as the Earth Sciences, namely, Geology, Oceanography, Meteorology, and Astronomy.

The format will include an Audio-Tutorial session each week to present principal aspects of each of the above fields. The course emphasizes the interrelations of these various disciplines and how they influence our existence on earth.

Two one-hour lectures and one two-hour Audio-Tutorial session per week. Second semester may be taken without the first semester.

Alan Kafka

GE 190 Origins of Man (F: 3)

An introduction to the study of man as a biological creature. This course will consider evolution, genetics, and the paleontologic record in establishing man's place in the realm of living things. Of particular concern are the primates, from Mesozoic ancestors to the present forms and Homo sapiens. *George D. Brown, Jr.*

GE 191 Origins of Man Laboratory (F: 1)
The laboratory will provide direct experience with various aspects of the study of human origins. These will include the concepts of speciation using fossils, examination of characteristics that separate man from apes, and the characterization of various fossil hominoids and hominids by means of their structural features. Replicas of important fossils will be examined and compared to illustrate differences. Two hours, weekly.

George D. Brown, Jr.

GE 197 The Dynamic Earth (S: 3)

The focus of this lecture course is the dynamism of the earth as reflected in the drifting of continents, the opening of ocean basins, the devastation caused by earthquakes, the eruption of volcanoes, and the formation of mountain ranges. The evidence for the movements of continents and the opening of ocean basins will be examined with the non-science student in mind.

David C. Roy

Major Courses

The following courses are designed for majors in the Department or in sciences in general. Some courses have prerequisites, others do not: All however, may be taken by students who seek elective credit.

GE 240 Seminar in Regional Geology (S: 2 or 4 credits)

Prerequisite: Consent of the instructor A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 20 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required.

The Department

GE 264 Stratigraphy and Sedimentation* (S: 4)

Prerequisite: GE 132 and 134 or equivalent The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostratigraphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations.

George D. Brown, Jr.

GE 267 Geology and the Environment (F: 3)

This lecture course is a survey of the geologic aspects of our environment. Topics include: natural resources (water, soils, fossil fuels, and mineral deposits), river and coastal processes that interact with human culture, and the geologic aspects of toxic and nuclear waste disposal. One or more half-day or day field trips are anticipated in the second half of the semester. This course fulfills the Core requirement in science and is open to students of all levels.

David C. Roy

GE 270 Petrology I (F, S: 3)

Prerequisites: First year of Chemistry, GE 132, 134, 200 or equivalent

This course has two parts: the principles and theory of polarizing microscopy and basic igneous petrology. The first part of the course focuses on the basic physics of the interaction of light with the crystalline matter and how it can be applied to mineral identification using the polarizing microscope. The second part of the course covers the basic principles of igneous petrology, equilibrium and non-equilibrium crystallization and the use of phase diagrams in binary, ternary, and quaternary systems.

Three hours of lecture per week. Laboratory GE 271 is required.

J. C. Hepburn
Rudolph Hon

GE 271 Petrology I, Laboratory*

The laboratory exercises are directly synchronized with GE 270. The student will practice the use of the polarizing microscope and will learn how to use it as a tool for identification of rock-forming minerals, using the immersion technique as well as the thin sections. The petrology and classification of the igneous rocks is learned using both hand samples and thin sections. Laboratory unknowns and problems assigned. Four hours per week.

J. C. Hepburn Rudolph Hon

GE 272 Petrology II

Prerequisite: GE 270 or equivalent A continuation of GE 270. This course is devoted to an understanding of the petrology of sedimentary and metamorphic rocks. During the first half of the course the dynamic and geochemical factors involved in the formation of sedimentary rocks will be explored. The second part of the course is devoted to the study of metamorphism including the variables and controls involved in the formation of metamorphic rocks. Phase diagrams will be used extensively and applications of the phase rule studied. Laboratory GE 273 is required.

J. C. Hepburn David C. Roy

GE 273 Petrology II Laboratory*

Laboratory for GE 272. The petrology of sedimentary and metamorphic rocks will be examined both in hand sample and in thin section utilizing the polarizing microscope. Four hours of laboratory per week with problem sets and unknowns assigned.

J. C. Hepburn David C. Roy

GE 285 Structural Geology I:* Field Aspects (F: 4)

Prerequisite: GE 132 and 134 or equivalent This course is oriented toward solving problems of geological structures by field exercises and problem sets, emphasizing descriptive and geometrical aspects. Two hours of lecture, one 1 1/2 hour problem solving/laboratory session per week and six all-day Saturday sessions in the field.

James W. Skehan, S.J.

GE 350 Regional Geology of North America (F: 3)

Prerequisites: GE 132–134, 285 or equivalent A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Readings, oral and written reports.

George D. Brown, Jr.

GE 385 Structural Geology II, Analytical Aspects (F: 4)

Prerequisites: GE 132 and 134 or equivalent, one year of college calculus, PH 211 or equivalent.

A history of the development of structural geology will be presented during the first several lectures. Then quantitative mechanisms of fracture, faulting, and igneous intrusions will be treated, illustrating their relation to problems in tectonics. To achieve this objective, an analysis will be made of stress, and the elastic, brittle, ductile, and creep behavior of rocks. The problem of rock folding will be treated in terms of folding processes and retrodeformation methods, utilizing the concepts of balanced cross-sections.

One additional two-hour problem session laboratory per week. E. G. Bombolakis

GE 391 Introduction to Geophysics (S: 3) *Prerequisites:* GE 132, 134; MT 200–201; PH 211–212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces. *John F. Devane, S.J.*

GE 450-452 Exploration Geophysics I and II (F: 4-S: 4)

Prerequisites: GE 132, MT 200-201, PH 211-212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoengineering work. Part 1 covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part 11 covers gravity, magnetic, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor. Three hours of lecture and one problem/discussion session per week.

John Ebel

GE 460 Modern and Ancient Sedimentary Environments (S: 3)

Prerequisites: GE 132, 134, 200, 264, or equivalent

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).

Benno M. Brenninkmeyer George D. Brown, Jr.

GE 484 Chemistry of Natural Water Systems (S: 3)

Prerequisites: College level of introductory chemistry, calculus, and introductory physical chemistry

Natural water systems consist of surface and subsurface water reservoirs which are in a constant process of chemical interaction with their surroundings. Understanding of these processes (i.e., dissolution and precipitation of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems). Rudolph Hon

GE 495 Hydrology (S: 3)
Prerequisites: GE 134, 200, 285, Chemistry 110, MT 105; or equivalents.

An introduction to hydrological processes on the Earth's surface. Groundwater hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in groundwater hydrology and the environment will be stressed. Three hours of lecture per week.

Michael Frimpter

GE 520 Sedimentary Petrology* (F:3)Prerequisites: GE 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediment, sedimentary provenance and depositional environments will be explored. David C. Roy

GE 525 Theory of Mineral Equilibria (F: 3) Prerequisites: Integral and differential Calculus, Inorganic Chemistry; some knowledge of Thermodynamics is desirable.

The course consists of 2 interrelated parts. The first part will examine basic principles of thermodynamics; (1st, 2nd, and 3rd law of thermodynamics) and the theory of solution and equilibria in the chemical system using geological examples. During the second part of the course we will apply these same principles to metamorphic reactions and silicate melt crystal phase equilibria. Special emphasis will be given to applied geothermometry and geobarometry. Rudolph Hon

GE 526 Igneous Petrology (S: 3) Prerequisites: GE 272, 525 or equivalent The origin and evolution of igneous rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria. Rudolph Hon

GE 530 Marine Geology (F: 3) Prerequisites: GE 132, 134, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data. Benno M. Brenninkmeyer

GE 572 Geophysical Data Processing (F: 3) Prerequisite: GE 391, Computer Programming The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data. J.F. Devane, S.J.

GE 597 Reading and Research in Geology (F: 3-S: 3)

An independent study of some problem or area of knowledge in geology under the direction of a faculty member. Also to be used for undergraduate students doing honors theses. The Department

GE 598 Reading and Research in Geophysics (F: 3-S: 3)

An independent study of some problem or area of knowledge in geophysics under the direction of a faculty member. Also to be used for undergraduate students doing honors The Department

GE 640 Geomechanics (S: 3)

Prerequisites: Consent of instructor The principles of rock deformation will be emphasized, with applications to plate tectonics, structural geology, and case history problems encountered in the field of engineering geology of rock masses. E. G. Bombolakis

GE 660 Introduction to Seismology (F: 3) Prerequisites: GE 134 or equivalent, MT 305 A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions. John Ebel

GE 661 Theoretical Seismology (S: 3) Prerequisites: PH 480, GE 660 or equivalent An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory The Department of earthquakes.

GE 690 Tectonics of the Appalachian Orogen and Related Terrains (F: 3-S: 3) Prerequisites: GE 285, 290, 526, 528 Review and analysis of the literature on the Geology of the Appalachian-Caledonide Orogen of eastern North America and Europe with special emphasis on those stratigraphic, structural and petrological parameters important for the evaluation of and development of James W. Skehan, S.J. tectonic models.

Germanic Studies

Faculty

Professor Emeritus Heinz Bluhm, A.B., Northwestern College; A.M., Ph.D., University of Wisconsin

Professor Christoph Eykman, Chairperson of the Department

Ph.D., Rhein, Friedr. Wilhelm Universität,

Associate Professor Michael Resler, A.B., The College of William and Mary; A.M., Ph.D., Harvard University

Assistant Professor Gert Bruhn, A.B., University of British Columbia; A.M., Ph.D., Princeton University

Special Lecturer Valda Melngailis, A.B., A.M., Boston University; Ph.D., Harvard University

Program Description

The major in Germanic Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field.

Students majoring in Germanic Studies are

required to complete a total of 12 courses within the following curriculum:

- 1. Composition and Conversation (2)
- 2. History of German Literature (2)
- 3. Four semester courses in German literature or culture (4)
- 4. Two semester courses in subjects related to German culture. For example: EN 350, FA 232, HS 143, PL 338-339, PL 421, PL 448, PL 455, PL 521 and others, subject to the approval of the Department.
- 5. Two electives either in German literature (in German or in English translation), or in a second foreign language. (2)

Subject to Departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

Course Offerings

GM 001-002 German A (Elementary) (F: 3-S: 3)

The fundamentals of German grammar and vocabulary. Practice in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition. The Department

GM 005-006 German M (Elementary **Business**)

This course is especially designed for SOM students who want to enrich their program by acquiring the basic skills of reading, writing (correspondence), speaking, and listeningcomprehension in German in areas such as International Business, Marketing, Finance (incl. Banking), Operations Management, and other relevant fields.

No previous German is required. Offered 1989–90. Christoph Eykman

GM 050-051 Intermediate German (F: 3-S:

Prerequisite: GM 001-002, or its equivalent Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition. The Department

GM 175-176 Highlights of German Culture Prerequisite: GM 050-051, or its equivalent The cultural and artistic achievements of German-speaking Europe from the Middle Ages to the present. Their relation to the major trends and movements in German literature. Offered 1989–90. Valda Melngailis

GM 199 Intensive Reading Course in German (F: 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.

Gert Bruhn

GM 201-202 German Composition and Conversation (F: 3-S: 3)

Prerequisite: GM 050–051, or its equivalent This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course work also includes review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykman

GM 210-211 History of German Literature (F: 3-S: 3)

Prerequisite: GM 050-051 (with an honor grade), or its equivalent.

An introduction to the study of German literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements.

A required course for German majors.

Valda Melngailis

GM 222 The German *Novelle* from Kleist to Kafka (F: 3)

A critical study of the evolution of the *Novelle* as an important genre in modern German literature. Discussion of literary, cultural, and political influences on both the theory and practice of the *Novelle* from the early 19th to the middle of the 20th century. Readings include stories by Kleist, Tieck, Stifter, Meyer, Hauptmann, Hesse, Mann and Kafka.

Gert Bruhn

GM 232 Nietzsche's Also sprach Zarathustra (S: 3)

A careful analysis of the German philosopher's literary masterpiece. Its place in contemporary thought. Conducted in German. Heinz Bluhm

GM 240 (EN 304) King Arthur in German Literature (F: 3)

A study—in English translation—of the literature centering on the most popular and enduring of all medieval legendary figures. We will begin by examining some of the early texts from which the Arthurian mythology took root, and which contributed to the eventual spreading into Germany of the tales of King Arthur and the knights of the Round Table. The course will then turn its central focus toward a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real-life contemporary historical and social events of the twelfth and thirteenth centuries. No knowledge of German is required.

Michael Resler

GM 250 The German War Novel (S: 3)

A study of the impact of two world wars on the mind of 20th-century Germany as reflected in the writings of some of her novelists. Reading and discussion of works by Ernst Jünger, Erich Maria Remarque, Ludwig Renn, Heinrich Böll, Theodor Plievier, Willi Heinrich, and L. G. Buchheim. Also screening and discussion of films based on the novels by three of these writers: *All Quiet of the Western Front, The Cross of Iron*, and *The Boat*. Special topics: war and ideology; morality in war; death and survival;

friends and foes; the home front; the technology of war. Conducted in English. Gert Bruhn

GM 280 Goethe's Faust I (F: 3)

An interpretation of the *First* Part of Goethe's *Faust*, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Storm and Stress and Classicism: Herder, Kant, Nietzsche, Mozart, Beethoven, Schubert. *Faust* seen in the larger context of Goethe's general view of life. Conducted in English *Heinz Bluhm*

GM 281 Goethe's Faust II (S: 3)

Prerequisite: GM 280

An interpretation of the Second Part of Goethe's Faust, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Classicism and Romanticism: Kant, Hegel, Nietzsche, Beethoven, Schumann. Faust seen in the larger context of Goethe's general view of life. Conducted in English Heinz Bluhm

GM 299 Reading and Research

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairperson.

By arrangement

The Department

Other courses in the Department's repertory, offered on a non-periodic basis, include:

CM 215	Cerman	Romanticism	

GM 217 German Literature: The Classical Period

GM 219 German Lyric Poetry through
Goethe

GM 220 Goethe and Schiller

GM 223 Contemporary German Fiction

GM 225 German Literature—The 19th Century

GM 230 German 19th-Century Drama

GM 235 Modern German Drama

GM 237 20th Century German Poetry

GM 239 German Literature of the High Middle Ages

GM 242 Germany East and West

GM 246 Heinrich Böll and the Post-War German Novel (in translation)

GM 247 German Exile Writers against Hitler

GM 279 Brecht and Kafka

History

Faculty

Professor Andrew Buni, A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Professor James E. Cronin, B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Professor John L. Heineman, A.B., University of Notre Dame; Ph.D., Cornell University

Professor Raymond T. McNally, A.B., Fordham University; Ph.D., Free University of Berlin

Professor Thomas H. O'Connor, A.B., A.M., Boston College; Ph.D., Boston University

Professor Silas H. L. Wu, A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Associate Professor Benjamin Braude, A.B., A.M., Ph.D., Harvard University

Associate Professor Paul Breines, A.B., A.M., Ph.D., University of Wisconsin

Associate Professor Joseph T. Criscenti, A.B., University of Detroit; A.M., Ph.D., Harvard University

Associate Professor Radu R. Florescu, A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Associate Professor Ellen G. Friedman, Director of Graduate Studies B.A., New York University; Ph.D., C.U.N.Y. Grad School

Associate Professor Mark I. Gelfand, A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Associate Professor R. Alan Lawson, A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Associate Professor Roberta Manning, A.B., Rice College; A.M., Ph.D., Columbia University

Associate Professor Rev. Francis J. Murphy, A.B., Holy Cross; A.M., Ph.D., Catholic University

Associate Professor David A. Northrup, B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Associate Professor Kevin O'Neill, A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Associate Professor Thomas W. Perry, A.B., A.M., Ph.D., Harvard University

Associate Professor Carol M. Petillo, A.B., Montclair State College; A.M., Ph.D., Rutgers University

Associate Professor Alan Reinerman, B.S., A.M., Xavier University; Ph.D., Loyola University

Associate Professor Alan Rogers, A.B., M.A., Ph.D., University of California, Santa Barbara

Associate Professor John H. Rosser, A.B., University of Maryland; A.M., Ph.D., Rutgers University

Associate Professor Judith E. Smith, B.A., Radcliffe College; M.A., Ph.D., Brown University

Associate Professor Paul G. Spagnoli, Chairperson of the Department A.B., Holy Cross; A.M., Ph.D., Harvard University

Associate Professor L. Scott Van Doren, A.B., Oberlin College; A.M., Ph.D., Harvard University

Associate Professor Peter H. Weiler, A.B., Stanford University; A.M., Ph.D., Harvard University

Assistant Professor Reuven S. Avi-Yonah, B.A., Hebrew University; M.A., Ph.D., Harvard University

Assistant Professor Maceo Dailey, Jr., M.S., Morgan State University; Ph.D., Howard University Assistant Professor Joseph A. Glavin, S.J., A.B., A.M., Boston College; S.T.B., Weston

Assistant Professor Thomas J. Grey, S.J., A.B., A.M., Boston College; A.M., Georgetown University; S.T.L., Weston College

Assistant Professor Virginia Reinburg, A.B., Georgetown University; M.A., Ph.D., Princeton

Assistant Professor Lawrence Wolff, A.B., Harvard College; M.A., Ph.D., Stanford University

Program Description

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Middle East, and African History. Careful planning, with the advice of faculty members, can provide the student with a sequence of courses which will prepare him or her for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, in business, or in teaching at the elementary, secondary, or college levels.

A history major is required to take a twosemester sequence in European Civilization since the Renaissance (selection from any course HS 001-002 through HS 091-092), and a two-semester sequence in American Civilization (HS 181-182). Students planning to concentrate in history are encouraged to take European Civilization in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the Departmental qualifying examinations, offered annually in the fall, may substitute an upperdivision course in European or American history for these required courses.

In addition to the prescribed courses listed above the history major will be required to complete 8 courses in upper division electives in history, including at least 2 courses in some field of history either before 1500 or Non-Western. Upper division courses are listed in two categories: intermediate (HS 150 through HS 299) and advanced (HS 300 through 699). Four of the 8 upper division electives should be advanced electives or Reading and Research

In order to assure a well-balanced program, no more than 4 upper division courses may be earned in any single field. For this purpose the fields are identified as: Medieval, Modern Europe, East European and Russian, United States, Latin America, and the Third World.

Within the general context described above, a history major may choose to pursue a specialized program in Irish Studies. The program offers a junior year in Irish Studies at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad office or see Professors Dalsimer and O'Neill of the English and History Depart-

In order to facilitate the introduction of research techniques the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the Departmental Chairperson. No more than 2 courses completed in this fashion will count towards the history major degree.

The University Core Requirement is a twosemester sequence in Modern European History (1500 to the present). All History courses numbered between HS 001-002 and 091-092 fulfill this requirement. All of these courses have distinctive emphases, reflecting the interests and expertise of the instructors, and wherever possible they have been given specific titles which describe these emphases. Nevertheless, with the exception of HS 091-092 (which is described below), all courses cover the following topics.

First Semester: The Renaissance, the Reformation, and the Counter-Reformation; exploration and overseas trade; the social structure of early modern Europe; the development of the bureaucratic state; international relations and warfare; the scientific revolution and the Enlightenment; the development of capitalism and the origins of the Industrial Revolution; the revolutions in seventeenth-century England and eighteenth-century France; women, the

family, and gender roles.

Second Semester: Napoleon; the Congress of Vienna; nineteenth-century conservative and liberal political theories; nationalism, the unification of Italy, and German unification; Marx and Darwin and their influences on modern thought; the development of modern industry; imperialism and colonialism; international relations, World War I, and the Russian Revolution; Fascism and the Depression; World War II; postwar Europe; women, the family, and gender roles.

HS 083 and 084 cover these topics in reversed sequence and are intended primarily for students who need to begin or complete their history Core requirement out of turn.

HS 001-002 Cul and Inst Hs of Mod Europe

Perry/Heineman

Rogers/O'Neill

Course Offerings

(F: 3-S: 3)

Specific Core Courses are:

		CCII
HS 005-006 Mod Europe	Soc and Econ Development of (F: 3–S: 3) Van Doren/Cronin	Roc Am
HS 011-012 (F: 3-S: 3)	Pol and Soc Hs Mod Europe Avi-Yonah/The Department	trol tion priv
HS 015-016 3)	Cul Hs Mod Europe (F: 3–S: Murphy	med HS
HS 019-020 (F: 3-S: 3)	Pol and Int Hs Mod Europe Reinburg/McNally	3) Pren
HS 023-024 (F: 3-S: 3)	Soc and Cul Hs Mod Europe Weiler/Breines	Afte part
HS 027-028 (F: 3-S: 3)	Pol and Cul Hs Mod Europe Reinerman/The Department	riod in V cent

HS 045-046 European Soc and Pol Evolution (F: 3-S: 3) Wolff/The Department

HS 031-032 Europe and Atlantic

Community (F: 3–S: 3)

HS 059-060 The Rise of Europe: East and West since 1500 (F: 3-S: 3) Rosser/Braude

HS 067-068 Europe and the Americas (F: 3-S: 3) Tutino/The Department

HS 081 Modern Europe, 1500-1789 (F: 3) The Department

HS 082 Modern Europe, 1789-Present (S: 3) The Department

HS 083 Europe from 1789 to the Present (F:3)The Department

HS 084 Europe from 1500 to 1789 (S: 3) The Department

HS 087-088 Europe: 1500-1789 (F: 3-S:3) This Core course is given in French.

Radu Florescu

HS 091-092 Western Civilization (F: 3-S:

This two-semester sequence presents a broader survey of Western Civilization for those students interested in a study of European history from the birth of Christianity to the present. Students who begin this sequence may not transfer into any other course for the second semester; similarly, students who have begun their Core in one of the Europe since 1500 courses may not transfer into Western Civilization during the second semester.

Joseph Glavin, S.J.

Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the University Core (HS 001-002 through HS 091-092). Most of the following electives, though taught as year courses, may be taken for one semester only. Students should consult the Department or the individual professor for advice.

HS 104 American Presidency (F: 3) Prerequisites: Any two semesters of HS 001 through 092

In November 1988 the American people will go to the polls to elect their next President. Against the backdrop of this exercise in popular government, this course will examine the historical roots of the modern Presidency. Although we will go back to the 18th century origins and 19th century experiences of the Executive Branch, our focus will be on the 20th century, particularly the years since Franklin osevelt first took over the office in 1933. ong the topics to be covered are: the conof foreign policy (including covert operans), economic decision-making, executive vilege, impeachment, and the role of the Mark Gelfand

111 The War In Vietnam: A Survey (F:

requisites: Any two semesters of HS 001 ough 092

er a brief survey of Vietnamese history with ticular emphasis on the French colonial pel, this course will examine U.S. involvement Vietnam from 1945 to 1975. It will use as its central core the thirteen-part PBS series on Vietnam, one segment of which will be shown during one class period each week. Lectures will be topical and include discussions of political and religious elites in South Vietnam, the distinctions between post-colonial nationalism and international communism, differences in

leadership styles and their implications, this war compared to other U.S. wars, draft-resistance and desertion, anti-war activism in the U.S., and the literature and art of the war. Guest lecturers will occasionally appear.

Carol Petillo

HS 117-118 American Heritage (F: 3-S: 3) Prerequisites: Any two semesters of HS 001 through 092

A survey of the major events of American history from the pre-Columbian period to the present. Covers American geography, the political system, the emergence of an industrial society, the role of immigrants and minorities in American history, and the role of the United States in the wider world. For nonmajors.

Maceo Dailey

HS 125 Revolutions in the American Empire (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

The United States has been the dominant power in the Caribbean Basin in the 20th century. During that period revolutions have erupted in Mexico, Guatemala, Cuba, Nicaragua, and El Salvador. This course explores the origins of these revolutions, United States reactions and the very different revolutionary outcomes. The interplay of United States power and diplomacy with the internal social and cultural developments of the Latin American nations is a primary emphasis.

John Tutino

HS 136 Legends of History (S: 3) Prerequisites: Any two semesters of HS 001 through HS 092

This course will focus on a number of allegedly legendary personalities such as Dracula, Frankenstein, Bluebeard, the Pied Piper of Hamelin, The Three Musketeers, The Man in the Iron Mask, Jekyll and Hyde, Sherlock Holmes, etc., born of the pen of great literary figures such as Bram Stoker, Mary Shelley, Charles Perrault, Robert Browning, Alexandre Dumas, Robert Louis Stevenson, Conan Doyle, etc. and trace these back to the original historical characters. Each theme will be introduced by a familiar film followed by study of the literature classic stressing the author's motives and research methods in the creation of each legend. The objective will be to search for the authentic historical personality, sometimes more fascinating than the legendary figure. An option will be that of encouraging the student to research legends in New England or other areas such as the American West. Some attention will be paid to the impact of astrology (Nostradamus) and the use of folklore and superstition for historical study. Radu R. Florescu

HS 137 China Today (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

An historical examination of contemporary China, including such topics as the reign of Chairman Mao, the cultural revolution and the trial of the Gang of Four.

Silas Wu

HS 144 World War II 50 Years After (F: 3) Prerequisites: Any two semesters of HS 001 through HS 092

In this course, we shall study, from a half-century historical perspective, the causes and course of the last great world conflagration. The first half will cover the diplomatic disputes and ambitions which threatened the *status quo* established in 1919. Included will be specific

discussions of plans for the treaty's revision, inter-war summit conferences, and the goals of the aggressors. The second half will trace the course and impact of the war, especially in the context of European Society. A discussion of the Holocaust and the savagery of the war will conclude the course.

John L. Heineman

HS 153 History of China (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of Chinese history, from the Classical Age to the present, with emphasis on ideas and institutions, and with attention also to social, political and international developments.

Silas Wu

HS 154 History of Japan (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of Japanese history from the earliest times to the present, with special attention to the Tokugawa era, the Meiji Restoration, rise of ultranationalism and militarism, continental expansionism and World War II, and its spectacular recovery from the ruins of atomic bombs after the War as well as its current status and problems as a super economic power.

Silas Wu

HS 164 Introductory Archaeology (S: 3) *Prerequisites*: Any two semesters of HS 001 through HS 092

The course introduces the goals and techniques of archaeological investigation. Themes include the history of archaeology as a scholarly discipline, excavation techniques, chronometric dating, the present international crisis of site destruction, and the use of modern technology. These themes are considered within the context of specific excavations, e.g. Carter's discovery of Tutankhamun's tomb and Leakey's reconstruction of early homonids at Olduvai Gorge.

John Rosser

HS 165-166 Medieval European History (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

Europe from its emergence as an identifiable society in post-Roman times to the beginning of the age of Humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history.

William Daly

HS 181-182 American Civilization (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

The Department

HS 201 Dracula and His Times: An Introduction to the 15th Century (F: 3) Prerequisites: Any two semesters of HS 001 through HS 092

An opportunity of enabling the student to

share the research methods, recent archival discoveries and the use of related social sciences connected with the writing of a biography of Dracula. Apart from a detailed analysis of Dracula the man the course will focus upon his more eminent contemporaries: Mohammed the Conqueror, John Hunyady (of Transylvania), Skanderbeg (of Albania), Pope Pius 11 and the Italian condotieri (particularly Genoa and Venice) and the Holy Roman Emperors. Due emphasis will be placed upon the cultural and economic significance of the Byzantine world; the opposition of forces between the Crusading West and the Ottoman East.

Radu R. Florescu

HS 207 (TH 308) Islamic Civilization in the Middle East (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

Islam has been a dominant element in the Middle East since Muhammad first preached in Mecca at the beginning of the seventh century. Muhammad was both prophet and statesman and the impact of this joint mission has been felt through the centuries down to the Ayatollah Khomeini in our own day. What have been the major achievements of this religio-centric culture at the strategic cross-roads of Asia, Africa, and Europe? This course seeks to answer these and other related questions as it explores the relation of Islam to the religions of late antiquity, the religious system of Islam, political and military trends, social and economic tensions, and movements for reform and religious revival. Benjamin Braude

HS 218 (FA 254) Georgian Civilization (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A comprehensive look at Georgian England, with emphasis on cultural and social history, and just enough political background to provide context and continuity. Major topics will include architecture, painting, landscape gardening, furniture and decoration, theater, music, and literature.

Thomas W. Perry

HS 219 U.S. Military History (S: 3) Prerequisites: Any two semesters of HS 001 through HS 092

The military tradition in the United States is older than the country itself. Out of this tradition grow many of the ideas and assumptions which still shape current military policy. This course will examine both the history and the attitudes to which it gave shape, particularly emphasizing the military leaders, institutional development, and the social and political context in the years between 1607 and 1975.

Carol Petillo

HS 225 The French Revolution (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

The origins of the great Revolution of 1789: social, economic, political, and intellectual. The course of the Revolution: political events in their social context. The significance of the Revolution: its impact on France and Europe.

Paul Spagnoli

HS 234 We're in the Money: The Emergence of Mass Consumer Culture in the 20th Century (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

through HS 092

We will locate the historical development of

consumer culture as a central aspect of 20th century popular culture. We will study popular culture as a process of interaction between the profit-making intentions of the shapers of culture and the diverse traditions and perceived desires of masses of Americans. Topics will include the changing meaning of work and leisure in industrial society, the popularization of amusement parks and dance halls, the emergence of film, radio and television as purveyors of culture, the transformation of the automobile from farmer-convenience to recreational vehicle, the changing and conflictual role of men and women as providers and consumers, the development of new suburban housing as a focus of consumer dreams. Judith Smith

HS 237 History of Mexico (S: 3) Prerequisites: Any two semesters of HS 001 through HS 092

A survey of Mexican history from pre-Hispanic times to the present. Explores religion and society in Aztec times; the conquest, colonization, and Christianization of the Spanish colonial era; independence along with social and political disintegration during the 19th century; the revolution fueled by Zapata and Villa beginning in 1910; the consolidation of Latin America's only enduring, stable political system in the 1930's; the 'Mexican Miracle' of economic growth with mass poverty since 1940; and the deepening interpenetration of the economies, populations, and cultures of Mexico and the United States. Throughout,

HS 242 The Black Death: Ecological Crisis in Late Medieval Europe (S: 3)

the relations between Mexicans of European

origin and culture and the indigenous majority

John Tutino

Prerequisites: Any two semesters of HS 001 through HS 092

are a primary concern.

The course will present the demographic disaster of the fourteenth century, when 30–50% of Europe's population died of the plague, and its consequences in a variety of spheres—economic, social, political, religious and artistic. The focus will be on the interaction of these factors on Europe's response, and on the way people cope with disaster. Readings will include Camus' *The Plague* and students will be encouraged to write on comparative topics, e.g. AIDS.

Reuven Avi-Yonah

HS 247 The American Civil War (S: 3) Prerequisites: Any two semesters of HS 001 through HS 092

A study of the crisis of the Union, from the close of the Mexican War to the end of the Civil War and the beginnings of Reconstruction. Special attention will be given to the varied causes which brought war about, and to the political and diplomatic considerations which influenced the course of the Civil War.

Thomas H. O'Connor

HS 249 (FA 296) (RL 294) Italy: Art, Literature, History (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

An interdisciplinary course to be taught in conjunction with the Fine Arts and Romance Languages Departments. It will consist of eleven two-hour lectures in English at Boston College. In addition there will be an optional three-week field trip in Italy just after commencement. The history and culture of Italy will be studied along general lines with emphasis on the period from medieval times to the

modern period. Lectures will focus on economic, social and political development together with artistic and literary trends and figures. The course is open to undergraduates and graduates.

L. Scott Van Doren

HS 250 Women's Experience in America (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092 Sherri Broder

HS 253 Law and American Society (F: 3) *Prerequisites:* Any two semesters of HS 001 through HS 092

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and utilized it to achieve their vision of a good society.

Mark Gelfand

HS 259 Writing Workshop on Contemporary Europe

Prerequisites: Any two semesters of HS 001 through HS 092

This writing-intensive seminar course aims both to deepen understanding of Europe since World War 11 and to improve the historical writing skills of its participants. The model for exploration of various topics in the European Experience since 1945 will be Geoffrey Barraclough, An Introduction to Contemporary History. Each student will select a major topic to be examined historically through newspaper and journal articles. The development of each topic will be explored in a series of seminar reports, culminating in a comprehensive paper at the end of the course. The weekly seminars will include discussion, writing guidelines and historical background. Rev. Francis Murphy

HS 262 The Immigrant in American History (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course deals with immigration from colonial times through exclusion in 1924. Special emphasis will be placed upon Anglo-Saxon Teutonic Migration (1609–1848), Irish immigration, "the new Eastern European migration," the melting pot, nativism, and exclusion.

Andrew Buni

HS 263 Free Thinkers, Atheists and Anti-Clericals in the Modern West (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

In one semester, this course will trace the marginal and fragmented intellectual tradition of skepticism 'free-thinking,' atheism and anticlerical thinking in the West. Included will be a sketch of developments from 1500 to 1800 (from Montaigne through the French Revolution), but the major focus will be on the 19th and 20th centuries in Europe, with some discussion of the United States. Writings of major thinkers will be studied and placed in historical context by lectures and discussions. Among the authors: Montaigne, Diderot, Shelley, Schopenhauer, Marx, Bakunin, Nietzsche, Freud, Bertrand Russell, Ayn Rand.

Paul Breines

HS 272 (PO 080) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the USSR, and with special emphasis on the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented.

Open to freshmen and sophomores. Juniors and seniors by permission only. Counts toward Social Science Core requirement. (May receive Political Science or History credit: for History credit, History Core is prerequisite, but may be taken simultaneously.)

Donald S. Carlisle Raymond McNally

HS 283-284 (BK 104-105) Afro-American History (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the experiences of the blacks in America, this two-semester survey will begin with an examination of slavery in Africa and in the first semester continue through the Civil War. The second semester will investigate the development of Afro-American culture and the role of blacks from the Civil War to the present day.

Maceo Dailey

HS 288 History of Capitalism (F: 3) Prerequisites: Any two semesters of HS 001 through HS 092

This course is about the development of capitalism as an economic system and about the sort of society and political system to which it gave rise. It is based on the premise that capitalism is not merely a matter of trade and exchange, but also a system of production and of social relations through which production and consumption are organized. In the first half of the course the origins of capitalism will be traced back to the revival of commerce in the late medieval period, and its progress will be charted through the crisis of feudalism of the 14th century, the commercial revolution of the 16th century and the further growth of capitalism in the 17th and 18th centuries, culminating in the triumph of industrialism in Britain in the first half of the 19th century. The second half of the course will deal with the spread of industrial capitalism beyond Britain to Europe, the United States and, in the 20th century, to other parts of the world, and with the ups and downs and transformations of economic life that accompanied that geographic expansion. Particular attention will be paid to the "second industrial revolution" that caught on around/1890, to the dominance of "Fordism" as a pattern of economic growth in the post-World War II era, and to the roots of the current economic malaise in the west.

James Cronin

HS 292 (TH 326) Saints, Heretics, and Witches (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will examine some social and cultural boundaries created by European communities from the Middle Ages through the twentieth century. Starting with the assumption that a community defines its own nature at least in part by declaring whose behavior and ideals are acceptable and whose are not, we shall focus on the community's exceptional people: those believed to have been touched by God or Satan. What kinds of persons were thought to be saintly, and what values did they represent?

What kinds of persons were condemned as heretics and witches? Why were women so frequently included among them? We shall examine the ways in which pre-industrial European societies decided who was particularly holy, dangerous, or despicable, with the goal of understanding the nature of both marginal and acceptable behavior. We shall investigate the decline by 1800 of widespread belief in the possibility of witchcraft, and the creation of new ways of expelling threatening forces from society. The course will conclude with attempts to understand how the modern world has tried to evaluate saintly and heretical behavior.

Virginia Reinburg

HS 299 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Chairperson; any two semesters of HS 001 through HS 092

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Chairperson. Lists of faculty members and their fields can be obtained from the Department.

The Department

Advanced Electives

HS 301-302 Modern China (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

Political, social, and intellectual development from I600 to the Peoples' Republic with special emphasis on the continuity and changes between China's imperial past and China today.

Silas Wu

HS 307 Travelers and Spies in the Middle East: Lawrence of Arabia and His Colleagues (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will examine the motives of the travelers, the impact of their writings, and the policies and politics they sought to advance. Specific topics include: psychology of the traveler, works of travel as literature and history, the genre of travel literature; views of Islam, Arabs and Turks; the appeal of the East, response to and reception of the foreigner, Muslim travelers in the West, the romantic impulse for travel and the Industrial Revolution. Readings will be drawn largely from such writers as Lawrence himself, Richard Burton, Charles Doughty, Wilfrid Thesiger, and William Gifford Palgrave.

Benjamin Braude

HS 317 Parents and Children in European History (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course examines historically the idea of childhood and evolving views on the relation between parents and children in European history. There will be a particular emphasis on the crucial intellectual formulations of the Early Modern period — in Locke and Rousseau, for instance — and how these paved the way for more modern conceptions — such as those of Dickens and Freud. Readings in cultural and intellectual history will be used to explore social values and ideals, drawing on works of philosophy, literature, and psychology.

Lawrence Wolff

HS 320 Agrarian Revolutions: Mexico and Central America (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

Modern revolutions repeatedly have been driven by peasants outraged by the injustice of their lives. This course explores comparatively the causes and consequences of agrarian revolutions in Europe, Asia, and Latin America, and then probes in detail the 20th-century revolutionary conflicts in Mexico and El Salvador. What developments lead peasants to risk their lives by challenging those who rule? How do agrarian rebels define their goals and how do they propose to achieve them in revolutionary confrontation? And how do peasant insurrections contribute to the political, socio-economic, and cultural transformations of modern nations? John Tutino

HS 334 The 12th Century Renaissance (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will attempt to integrate the various trends of European culture in the 12th century, when modern Western literature and thought were born. We shall discuss the philosophical and scientific Renaissance and the new Latin culture culminating in the birth of the university, as well as the vernacular literature of the courts from the troubadours to the Arthurian romances. The focus will be on combining the intellectual, literary and artistic sides of the period so as to give an overall view of the "spring" of European culture. Readings will be translated original works from the period and modern discussions. Reuven Avi-Yonah

HS 337 The Late Roman Empire (F: 3) Prerequisites: Any two semesters of HS 00I through HS 092

This is the first of a two-semester course on the Roman Empire from 284–1453. The semester covers the following topics: the reforms of Diocletian, the Germanic invasions, the expansion of Islam, the reign of Justinian and Theodora, the rise and function of the holy man, and the theological controversies of the 4th and 5th centuries. One central theme is explored, namely the transformation of the Roman Empire into a Christian state with its capital transferred from Rome to Constantinople.

John Rosser

HS 338 Byzantine Empire (S: 3) Prerequisites: Any two semesters of HS 00

Prerequisites: Any two semesters of HS 001 through HS 092

The "Byzantine Empire" is how many modern scholars refer to the medieval Roman Empire from about 660 to the fall of Constantinople to the Ottoman Turks in 1453. This semester is a continuation of HS 337 and deals with a Roman Empire shorn of its western provinces and Greek in its language. The central theme of the couse is the growing separation of East and West, due in part to the issue of papal primacy and to the invasions of Slavs and Muslims. This set the stage for the tragic confrontation during the Crusades, when in 1204 Latin knights conquered Constantinople, an event which so weakened the Roman Empire and so poisoned East-West relations as to make the subsequent Turkish expansion relatively John Rosser

HS 343 The Rise and Fall of the Ottoman Empire, 1200–1924 (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millenium. Despite nomadic origins they established a remarkably stable political structure which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam, through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

Benjamin Braude

HS 355 The "Old Regime" and the Coming of the French Revolution (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course is being offered in observation of the approaching bicentennial of the French Revolution. Slide lectures and readings of both primary and secondary sources will be used to examine the character of French economic, social, and political systems from the beginning of personal rule by Louis XIV in 1661 through the most important revolutionary episodes of 1789. Some attention will be given both to elite and to popular cultures in France during this period, but the principal concern will be to examine ways in which economic, social, and political developments contributed to the series of crises which destroyed many of the centuriesold arrangements which had given the "Old Regime" its distinguishing features.

L. Scott Van Doren

HS 401 (TH 444) The Reformation 1500–1600/I (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will survey the major theological and religious developments of the sixteenth century, with particular emphasis on the writings of Erasmus, Luther, Calvin, Ignatius Loyola, Teresa of Avila, and François de Sales. Special attention will be devoted to the social and religious history of new Protestant and Catholic churches; new political theories; and the cultural conflict between traditional or folk religion and the newly aggressive Reformation churches.

Virginia Reinburg

HS 416 (EN 508) The Politics and Fiction of a Divided Ireland (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will explore the major social and cultural issues of a divided Ireland as they are reflected in nineteenth and twentieth-century politics and fiction. It will examine the interaction between Irish fiction and the social reality of caste, class, and religion. This examination of the dimensions of Irish social life expressed in fiction will illuminate the diversity and conflict of contemporary Ireland. Readings will be drawn from the emerging Anglo-Irish tradition and the native Anglo-Gaelic tradition. Novels by writers such as Maria Edgeworth, William Carleton, the Banim brothers, Sean O'Faolain, Somerville and Ross, Elizabeth Bowen, Molly Keane, Patrick Kavanagh and others will be examined. Adele Dalsimer Kevin O'Neill

HS 419 Politics of Irish Nationalism (F: 3) Prerequisites: Any two semesters of HS 001

through HS 092

This one-semester survey will examine the events and the people which produced the creation of an independent Irish Republic and which laid the foundation for the present unrest in the northern part of Ireland.

Kevin O'Neill

HS 420 Seminar in Anglo-Irish Relations, 1922-Present (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092 and permission of instructor. Preference given to those with prior course

work in Irish or British politics.

This seminar will explore political relations between the Republic of Ireland and the United Kingdom. It will trace the course of events which led from the Anglo-Irish Treaty that created the Irish Free State and partitioned the island, through the emergence of the Republic of Ireland, and the contemporary troubles, to conclude with an analysis of the negotiation of the Anglo Irish Agreement. Dr. Garret FitzGerald, T.D., former Taoiseach (Prime Minister) of the Republic of Ireland, and the architect of the Anglo-Irish Agreement, will lead the seminar with the cooperation of Professor Kevin O'Neill.

> Garret FitzGerald Kevin O'Neill

HS 421-422 Modern England (F: 3-S: 3) Prerequisites: Any two semesters of HS 001

through HS 092

After a look at the medieval background, the course will deal with the period from 1485 to the present. Emphasis will be mainly on political and constitutional history, but with attention to social and intellectual developments as well, and also to the British Empire of the 19th-20th centuries and British influence on the world at large. (Note: the first term will end at about 1725; students may continue with HS 422, HS 428 a year later, or—with the instructor's approval—HS 218.) Thomas Perry

HS 425-426 20th Century Britain (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state. Peter Weiler

HS 441-442 Rise of Modern Germany (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A two-semester survey of the political, cultural, economic, and intellectual factors which formed modern Germany. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship. John Heineman

HS 448 Eastern Europe in the 20th Century (S:3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the political experience of the small

nations of Eastern Europe (Romania, Poland, Czechoslovakia, Hungary, Bulgaria and Greece) in the light of the conflict of interest among the Great Powers. The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War Radu Florescu

HS 450 History of Balkans since 1453 (in French) (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and Cornelia Bodea conquest.

HS 451 History of Balkans since 1453 (in English) (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest. Cornelia Bodea

HS 453 Russian History up to the Revolution (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history. Raymond McNally

HS 470 Intellectual History of Modern Europe II (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This semester, the course will examine the theme of "1968 and the Intellectuals." 1968 refers primarily to the great upheavals in Paris and Prague of that year. We will investigate the roots and courses of both upheavals, and will go from there to study some of their many intellectual and cultural legacies: critiques of Soviet society and Marxism; the emergence of a new wave of feminism; neo-conservatism; the dilemmas of Existentialism; the appearance of post-structuralism; the debate over post-modernism; terrorism; and the recent discussions of the role of intellectuals in society and politics. Students should note that there will be a substantial amount of required reading and that, because several of the texts are available only in hardback editions, the cost of the books will be higher than usual. Paul Breines

HS 503 The Civil War (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military theaters of operation, and the main events of the Reconstruction period that followed the war. Thomas H. O'Connor

HS 507 Age of Jackson (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830's and 40's. Special consideration will be given to historical developments in New England and the Northeast. Thomas H. O'Connor

HS 516 American Revolution (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will analyze the political, social, and economic causes and consequences of the American Revolution. It is a course intended primarily for advanced history majors and Alan Rogers graduate students.

HS 519 Archival and Manuscript Management (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

This course will be a combination seminar and practicum designed to give students a concise overview of the principles and practices involved in archival and manuscript management. The seminar portion of the course will take place at the John J. Burns Library of Special Collections, and address such issues as records management, arrangement and description, the preservation of historical records, archival law, and the uses of technology in the modern repository. Students will then be required to apply the techniques discussed in class by processing a collection from the Boston College Archives. Students will also have the option of performing their practicum at a specialized repository in the greater Boston area. Joseph Constance

HS 545-546 American Ideas and Institutions (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and Alan Lawson realities.

HS 571-572 U.S. Foreign Policy 1890-Present (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092

U.S. foreign policy has been the result of domestic influences as well as a response to international realities. In both semesters, this course will focus on the ways home-grown interests helped to shape the U.S. participation in world affairs. (Fall: 1890-1945; Spring: 1945-present). Topics will include studies of leadership, power, and tradition, as well as the wars, treaties, and economic influences more commonly examined in courses of this nature.

Carol Petillo

Undergraduate seminars are normally restricted to juniors and seniors who have completed the appropriate course work. Each seminar will focus on a particular topic. Students will be required to write a research paper.

Enrollment in these seminars is limited and admission is by the permission of the instruc-

HS 634 Seminar: Liberalism in America (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092. Mark Gelfand

HS 647 Colloquium: The Enlightenment and the French Revolution (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092. Lawrence Wolff

HS 691–692 Honors Project (F: 3–S: 3) Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Chairman of the departmental Honors Committee no later than April 1st. All proposals for honors projects must be approved by that committee. The Department

HS 694 Honors Thesis (S: 3)

Students who have the approval of the Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (HS 691–692).

The Department

HS 695-696 Scholar of the College Project (F: 6-S: 3)

Proposals for possible designation as scholar's projects should be submitted to the Chairperson early in the spring. Details of dates and required materials are available either from the Chairperson's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chairperson and the Departmental honors committee.

The Department

HS 698 Scholar of the College Thesis (S: 3) Students who are enrolled in an approved Scholar of the College Project (HS 695–696) will carry this course as the credit vehicle for the final thesis submitted to the Department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

Honors Program

Director: Joseph Appleyard, S.J.-Gasson 102

HP 001-004; 031-034 Western Cultural Tradition I-VIII (F: 6-S: 6)

All students in the Honors Program are required to take Cultural Tradition I–IV (HP 001–HP 004) as freshmen and Cultural Tradition V–VIII (HP 031–034) as sophomores. These are two three-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. They are open only to students (about seven percent of the freshman class in A&S) who have been selected by the director in collaboration with the Office of Admissions. All have been contacted by letter during the summer with instructions on registration.

Junior Honors Seminars 1988–89

HP 071-072 New Scientific Visions (F: 3-S: 3) John Cleary

HP 074 Medicine and Literature (F: 3)

Joseph Alpert Helle Mathiassen HP 089 Free Will and Determinism (F: 3)

David Botwinik

HP 090 Dostoyevski (F: 3) Richard Hughes

HP 096 Comedy in Literature and Film (S: 3)

John Michalczyk

HP 097 The Feminist Critique of the Tradition (S: 3)

Mary Joe Hughes

Mark O'Connor

NOTE: Normally H.P. seminars are restricted to students in the Honors Program. Other students interested in taking these courses should see the Director for permission.

HP 081-082 Senior Honors Thesis (F: 3-S: 3)

HP 199 Readings and Research (F, S: 3) HP 399 Scholar of the College (F: 3-S: 3)

Linguistics

The description of the major program in General Linguistics appears under the *Department of Slavic and Eastern Languages*.

Mathematics

Faculty

Professor Gerald G. Bilodeau, A.B., University of Maine; A.M., Ph.D., Harvard University

Professor Richard L. Faber, B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Professor John H. Smith, A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Professor Joseph A. Sullivan, A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

Professor Paul R. Thie, B.S., Canisius College; Ph.D., University of Notre Dame

Associate Professor Jenny A. Baglivo, B.A., Fordham University, M.A., M.S., Ph.D., Syracuse University

Associate Professor Robert J. Bond, Chairperson of the Department A.B., Boston College; Ph.D., Brown University

Associate Professor Rose Ring Carroll, A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University

Associate Professor Richard A. Jenson, A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

Associate Professor William J. Keane, A.B., Boston College; M.S., Ph.D., University of Notre Dame

Associate Professor Margaret J. Kenney, B.S., M.A. Boston College; Ph.D., Boston University

Associate Professor Gerard E. Keough, A.B., Boston College; Ph.D., Indiana University

Associate Professor Charles Landraitis, A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Associate Professor Harvey R. Margolis, M.S., Ph.D., University of Chicago

Associate Professor Nancy E. Rallis, A.B., Vassar College; M.A., Ph.D., Indiana University

Associate Professor Ned I. Rosen, B.S., Tufts University; M.A., Ph.D., University of Michigan

Associate Professor John P. Shanahan, B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Assistant Professor Daniel W. Chambers, A.M., Ph.D., University of Maryland

Assistant Professor Robert Fox, B.A., University of Connecticut; Ph.D., Cornell University

Assistant Professor Robert H. Gross, A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

Assistant Professor Joseph F. Krebs, A.B., A.M., Boston College

Program Description

The mathematics curriculum is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in mathematics as well as for graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

The following courses (or their equivalent) are required for the major: MT 063, Mathematical Analysis and the Computer; MT 102–103, Calculus of One Variable; MT 202–203, Multivariable Calculus; MT 216–217, Abstract and Linear Algebra; MT 302, Advanced Calculus; and three MT electives numbered between 400 and 499, or above 800, including at least one elective from the following list: MT 430, MT 435, MT 445, MT 451, MT 816, MT 840, MT 860.

MT 063 and MT 102–103 are taken in the freshman year, MT 202–203 in the sophomore year, and MT 302 in the junior year. MT 216–217 is normally taken in the sophomore year, although students double majoring in mathematics and another field may wish to take the course in the junior year. Well-prepared students can omit some of these courses and be placed directly into the more advanced courses upon the recommendation of the Chairperson. However, students placing out of the first calculus course are required to substitute MT electives (between 400 and 499, or above 800) for the omitted course(s).

Generally, majors take more mathematics courses than the minimum required for the major. The Department also strongly recommends that its majors take courses in Physics or in some other area that uses a substantial amount of mathematics and is outside of the Department of Mathematics.

The Department offers to qualified students the opportunity to graduate with Departmental Honors. For this a student must: (a) complete successfully MT 312–313, MT 316–317; (b) complete successfully at least six other courses at the level of 400 or above including at least one two-semester course from among MT 814–815, MT 816–817, MT 840–841, or MT 860–861, and at least one elective from among MT 430, MT 435, MT 445, MT 451, MT 816, MT 840, MT 860; at least three of the six elec-

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tives must be non-computer courses; i.e. not among the courses MT 500-599; (c) maintain at least a B average in the 12 courses listed in (a) and (b); (d) participate in an independent reading or research project. This requirement may be fulfilled by doing extra reading or research in one of the advanced courses (level 400 or above) the student is taking, subject to the approval of the professor. A formal presentation of the independent work is made in the Honors Seminar, MT 695. Seniors anticipating graduation with Departmental Honors should register for this one-credit course in their Spring semester. The Departmental Curriculum Committee, at the student's request, may waive one or more of the preceding requirements.

Core and Service Courses

The Mathematics Department offers various service courses to meet special needs. In particular, there are course sequences in mathematics designed for science majors (MT 102, 103, 204, 305), for biology majors and pre-medical students (MT 100-101, 200-201), for School of Management students (MT 172-173), and for School of Education students (MT 090-091, 290, 291).

Other Core level courses are offered for students with less specialized needs. Courses such at MT 004-005, Finite Mathematics, MT 006-007, Ideas in Mathematics, MT 008, Introduction to Computers and Programming, and MT 014-015, Calculus for the non-science major, are designed especially for humanities and social science majors, and for School of Education students seeking to develop a broad background in mathematics.

Course Offerings

MT 004-005 Introduction to Finite Mathematics I, II (F: 3-S: 3)

This course sequence is for students in the humanities, social sciences, and the School of Education. The objective is to expose the student to mathematical ways of thinking and to the relation of mathematics to real world problems. Topics include set theory, finite probability theory, vectors and matrices, linear programming, and Markov chains.

MT 006-007 Ideas in Mathematics I, II (F: 3-S: 3)

This course sequence is for students in the humanities, social sciences and the School of Education. It is designed to introduce the student to the spirit of mathematics, its beauty and vitality, and to challenge him or her to do mathematics. Topics vary, but may be chosen from elementary number theory, geometry, and graph theory.

MT 008 Introduction to Computers and Programming (F, S: 3)

This course is for students in the humanities and social sciences. The student will learn how to program at an elementary level using the BASIC language. Through use of the language, the student will be led to an appreciation of the power and versatility of the computer as a general problem solving tool. In addition, some of the following topics will be discussed: history of the computer, computer organization, representation and storage of data, peripheral devices, files, other programming languages.

Credit will not be given for both this course and MC 021 or MT 063.

MT 010 Pre-Calculus Mathematics (F, S: 3) This is a one-semester course designed for students who wish to take an introductory calculus course, particularly MT 100 or MT 173, but who feel that their high school preparation in mathematics is inadequate. Topics include functions and graphs, exponential and logarithmic functions, and trigonometry.

MT 014-015 Calculus (Nonscience majors) I, II (F: 3-S: 3)

This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential and integral calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral includes a brief survey of methods of integration together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

MT 063 Mathematical Analysis and the Computer (S: 3)

This course is open only to mathematics majors.

This course is intended to give the student an introduction to computers and programming and to demonstrate the use of the computer in solving mathematical problems. In addition, it is intended to enhance and supplement the calculus courses for mathematics majors by using the computer to illustrate theoretical concepts and to present additional theory and applications. The fundamentals of the BASIC language will be taught; theory and applications will involve areas selected from the following: numerical calculus, number theory, discrete mathematics, computer science, and probability theory.

Credit will not be given for both this course and MT 008 or MC 021.

MT 090-091 Mathematics for Teachers I, II (F: 3-S: 3)

This course has been designed for those who plan to teach mathematics in grades K-9. The emphasis is on the content of mathematics in the emerging K-9 curriculum and its interface with current major issues in mathematics education-problem solving and technology. Topics to be covered include the real number systemwith motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

MT 100-101 Calculus I, II (F, S: 3-F, S: 3)

Prerequisite: Trigonometry

This course is primarily for biology majors and premedical students, but is open to all other qualified students. It is a course in the calculus of functions of one variable. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

MT 102-103 Calculus (Math/Science Majors) I, II (F: 4-S: 4)

This course sequence is for students majoring in mathematics, chemistry, geology, geophysics, computer science, or physics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, applications of the derivative and integral and sequences and series.

MT 110-111 Calculus/Accelerated (F: 3-

This course is an accelerated version of Calculus I and II, MT 100-101, and is designed for students who have had the equivalent of a oneyear course in Calculus in secondary school. Topics include those listed for Calculus I and II plus sequences and series and conic sections.

MT 112-113 Calculus/Accelerated (Math Majors) I, II (F: 4-S: 4)

Enrollment in these courses is limited to students who have demonstrated an unusually high aptitude and achievement in Mathematics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, applications of the derivative and integral, sequences and series, vectors, partial derivatives and multiple integrals.

MT 172 Finite Mathematics for Management Sciences (F, S: 3)

A survey of applied finite mathematical techniques useful for management students. Topics include rules of summation, linear systems and inequalities, linear programming (graphical solution), fundamentals of vector and matrix algebra, set theory, elementary probability theory, and the applications of these topics in business and economics.

MT 173 Calculus for Management Sciences

A survey of one-variable calculus, primarily for students in the School of Management. Topics include differentiation of elementary, exponential, and logarithmic functions, curve sketching, applied optimization, and integration. Applications to business and economics will be stressed.

MT 182 Finite Mathematics for Management Sciences (Honors) (F: 3)

This course is an honors version of MT 172. Topics covered are the same as in MT 172, but the material is covered in more depth.

MT 184 Calculus for Management Sciences/ Accelerated (S: 3)

This course is an accelerated version of Calculus for Management Sciences, MT 173, and is designed for students who have had the equivalent of a one-year course in calculus in secondary school. The calculus of functions of one variable is thoroughly reviewed in one semester.

MT 200-201 Intermediate Calculus I, II (F: 3-S: 3)

Prerequisite: MT 100-101

This course sequence is a continuation of MT 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, infinite series, and an introduction to differential equations.

MT 202-203 Multivariable Calculus I, II (F: 3-S: 3)

Prerequisite: For MT 202: MT 102-103 Prerequisite: For MT 203: MT 202 or MT 113 This course is a continuation of MT 102–103 for mathematics and/or computer science majors. Topics include vector algebra and analytic geometry of three dimensions, curves and surfaces, partial differentiation and multiple integration with applications, line integrals, surface integrals, and differential equations.

MT 204 Calculus (Physical Sciences) III (F: 4)

Prerequisite: MT 102–103, MT 104–105 or MT 110–111

This course is a continuation of MT 102–103 for chemistry, geology, geophysics, or physics majors. Topics include vectors, parametric equations, surfaces, partial derivatives, multiple integrals and an introduction to differential equations.

MT 215 Elementary Linear Algebra (S: 3) This course is designed to satisfy the needs of students wanting an elementary introduction to matrix theory and linear algebra. This includes students in the natural sciences, social sciences, and the School of Management. Topics include matrices, vector spaces, determinants, linear equations and applications. There are no prerequisites although some college level mathematics is desirable.

MT 216-217 Abstract and Linear Algebra I, II (F: 3-S: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of algebraic structures and linear algebra. Topics include logic, sets, mappings, the integers, rings, fields, vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues and inner product spaces.

MT 220 Introduction to Statistics (F: 3)

Prerequisite: High School Algebra

This is an elementary course in inferential statistics, designed for students in fields such as business, nursing and the social sciences. Topics include such descriptive measures as the mean and standard deviation of sample distributions, probability, the binomial and normal distributions, estimation, hypothesis testing, correlation and regression.

MT 243 Foundations of Discrete Mathematics (F: 3)

Prerequisite: One year of college math. This course introduces students to the fundamental notions of discrete mathematics. The rudiments of set theory and mathematical reasoning will be studied and the student will become conversant with both the language and methods of proof employed in discrete mathematics. Mathematical structures to be covered include orderings, matrices, and Boolean algebras

MT 244 Discrete Structures and Applications (S: 3)

Prerequisite: MT 243 or MT 216

The objective of this course is to develop proficiency in solving discrete mathematics problems in the areas of enumeration, finite probability, and graph theory. Topics include permutations, combinations, counting methods such as the pigeon-hole principle and the inclusion-exclusion principle, finite probability theory, graph theory, and possibly recurrence relations and generating functions.

MT 290 Number Theory for Teachers (F: 3)

Prerequisite: MT 090-091

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K–9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic and mathematical art.

MT 291 Geometry for Teachers (S: 3) Prerequisite: MT 090–091

This course is intended to fill a basic need of all teachers of grades K–9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using *Logo* as a tool to enhance teaching geometry.

MT 302 Introduction to Analysis (F: 3) Prerequisites: MT 203 and either MT 216 or MT 316

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102–103. It will cover algebraic and order properties of the real numbers, least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences and series. Definitions and proofs will be stressed throughout the course.

MT 305 Advanced Calculus (Science Majors) (S: 4)

Prerequisite: MT 201 or MT 204

Topics include: linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

MT 312-313 Introduction to Analysis (Honors) (F: 3-S: 3)

Prerequisites: MT 203 and MT 316
This course is a two-semester honors version of MT 302. It will cover the same topics as MT 302 but in more depth and will also cover additional topics in the second semester such as metric spaces and the Lebesgue integral.

MT 316-317 Abstract and Linear Algebra (Honors) I, II (F: 3-S: 3)

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of MT 216–217.

MT 410 Differential Equations (F: 3) Prerequisite: Linear Algebra and MT 203 This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general nth order equations with constant coefficients, series solutions, special functions.

MT 414 Numerical Analysis (S: 3)

Prerequisite: MT 201 or MT 203, and a programming course, such as MT 063, MT 550 or MC 140

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 420 Probability and Statistics (S: 3) Prerequisite: MT 201, MT 202, or MT 204 This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken MT 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

MT 426 Probability (F: 3)

Prerequisite: MT 202

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

MT 427 Mathematical Statistics (S: 3)

Prerequisite: MT 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

MT 430 Introduction to Number Theory (S: 3)

Prerequisite: MT 216-217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

MT 435-436 Mathematical Programming I, II (F: 3-S: 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and nonlinear programming.

MT 445 Applied Combinatorics (S: 3)

Prerequisites: A year of calculus and a course in linear algebra, abstract algebra or multivariable calculus.

This course introduces graph theory and enumeration theory with an emphasis on problem-solving. Topics include graphs, trees, counting methods for arrangements and s lections, inclusion-exclusion, generating functions and recurrence relations. Representative applications to other areas, such as geometry, probability, computer science, operations research and recreational mathematics will be included. One or

more additional topics may be introduced as time permits. Credit cannot be granted for both this course and MT 244.

MT 451 Euclidean and Non-Euclidean Geometry

Prerequisite: MT 201 or MT 202, or the equivalent

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

MT 452 Differential Geometry and Relativity

Prerequisite: MT 203 and MT 215 or MT 217, or the equivalent

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as spacetime curvature, the field equations, the Schwartzschild solutions, the consequences of Einstein's theory.

Not offered in academic year 1988–89. This course and MT 451 are offered in alternate years.

MT 480 Mathematics Seminar (F, S: 3)

The topics of this one-semester seminar course vary from year to year according to the interests of faculty and students. The topic for Fall, 1988 will be Chaotic Dynamical Systems and the topic for Spring, 1989 will be Mathematical Modeling.

MT 490 Reading and Research in Algebra (F, S: 3)

MT 491 Reading and Research in Analysis (F, S: 3)

MT 492 Reading and Research in Geometry (F, S: 3)

MT 493 Reading and Research in Number Theory (F, S: 3)

MT 494 Reading and Research in Operations Research (F, S: 3)

MT 495 Reading and Research in Probability/Statistics (F, S: 3)

MT 496 Reading and Research in Topology (F, S: 3)

MT 499 Reading and Research (F, S: 3)

A reading and research course is open to a student only on the recommendation of some member of the faculty and with the approval of the Chairperson or Assistant Chairperson. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

MT 550 Introduction to Structured Programming (F, S: 3)

Prerequisite: An introductory computer course, or some computer experience, or permission of instructor.

This course consists of an introduction to

structured programming as implemented in the computer language Pascal. The entire Pascal language, with the exception of pointers and recursion, is covered in this course, and a number of general computer science topics, such as ASCII codes and sequential vs. random access, are discussed as well. Strong emphasis is placed on good programming, including such issues as documentation, top-down design, and efficient use of machine resources. Examples are drawn from mathematics, computer science, and data processing. This course is equivalent to MC 140 and credit will not be given for both.

MT 551 Data Structures (F, S: 3)

Prerequisite: MT 550 or MC 140, or permission of the instructor.

This course examines methods of structuring stored data, emphasizing efficiency of space, ease of retrieval, and suitability for common applications. Topics covered will include stacks and recursion, queues, various linked lists, trees, and graphs. Students will implement these structures in a high-level programming language. This course is equivalent to MC 141 and credit will not be given for both.

MT 566 Programming Languages (F: 3) Prerequisites: MT 551 or MC 141

The course will focus on the essential concepts which are common to modern programming languages and the run-time behavior of programs written in such languages. By understanding these concepts and their implementations in the different languages the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required.

MT 568 Computer Graphics

Prerequisites: One year of college mathematics and MT 551 or MC 141

Computer graphics involves human-computer communication based on visual rather than textual representation. This course presents a broad introduction, with emphasis on software and interactive graphics. Topics include application programming, architecture of graphics systems, geometric algorithms, (such as clipping, transformations, and scan conversion), graphical input, and geometric modeling. If there is time, three-dimensional graphics will be introduced. Programming projects are in Pascal. Offered in alternate years.

MT 572 Internal Machine Structure (F, S: 3)

Prerequisite: MT 551 or MC 141

Truly efficient programs may only be written provided that there is a clear understanding of how the computer itself is organized. Toward this end, the course will investigate data representation and program execution at the machine level, and develop subroutines and macros as programming structures. Other topics include assemblers, linking loaders and debuggers. This course is equivalent to MC 260 and credit will not be given for both.

MT 577 Microcomputer Systems

Prerequisite: MT 572 or MC 260, or permission of instructor

This course is designed to investigate the complete programming environment of a microcomputer. Topics to be covered will be chosen depending on available hardware, but will normally include study of the following: a particular microcomputer operating system; memory

management; microprocessor access to various I/O, graphics, and support chips; the construction of a disk operating system; and comparative evaluation of other microcomputer systems.

MT 583 Algorithms: Design and Analysis (S: 3)

Prerequisites: MT 551 or MC 141; plus MT 243-244 or MT 445 and MT 420, or MT 445 and MT 426

To be effective, an algorithm must be both correct and make efficient use of system resources. This course will present various approaches to algorithm design, while at the same time developing techniques for evaluating the efficiency of an algorithm and verifying its correctness. Topics to be examined include sorting, searching, parsing, and recursion. This course is equivalent to MC 383 and credit will not be given for both.

MT 585 Languages, Automata and Computability (F: 3)

Prerequisite: Either MT 217 or MT 244 The theory of computation arose from problems concerning the logical capabilities of computers and from efforts to formally describe the syntax of both natural and programming languages. The important question in computability theory is, "What kind of computations can I hope to perform? It turns out that many "reasonable-looking" problems cannot be solved by any computer program. From a theoretical framework, this course will examine the connections among the hierarchy of formal languages, their grammars and recognizers (abstract automata) and the nature of computability. Applications will include problems from pattern matching and parsing. Students will be expected to understand as well as compose mathematical proofs and, in this connection, a background in elementary set theory is necessary. This course is equivalent to MC 385 and credit will not be given for both.

MT 599 Reading and Research in Computer Science (F, S: 3)

MT 695 Honors Seminar (S: 1)

All seniors planning to graduate with Departmental Honors should register for this one-credit course. In the seminar, the students will report on their independent reading or research projects.

MT 801 Thesis Seminar (F, S: 3)

Problems of research and thesis guidance, supplemented by individual conferences.

MT 802 Thesis Direction (F, S: 0, 0)

A noncredit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

MT 804-805 Analysis I, II (F: 3-S: 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

MT 816-817 Modern Algebra I, II (F: 3-

Prerequisite: An introductory course in modern or linear algebra.

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

MT 840-841 Topology I, II (F: 3-S: 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

MT 860 Mathematical Logic

This course is a mathematical examination of the way mathematics is done: of axiom systems, logical inference, and the questions that can (or cannot!) be resolved by inference from those axioms. Specific topics will include the propositional calculus, first order theories, decidability, and Godel's Completeness Theorem. Offered in alternate years. Not offered in academic year 1988-89.

MT 861 Foundations of Mathematics

Prerequisite: An introductory course in mathematical logic or the consent of the instructor Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability and possibly recursive function theory.

Offered in alternate years. Not offered in academic year 1988-89.

MT 899 Reading and Research (F, S: 3)

MT 902-903 Seminar (F: 0-S: 0)

This is a non-credit course which is required for all candidates for the M.A. degree who do not take MT 801.

Music

Faculty

Adjunct Associate Professor Anne Dhu Shapiro, Acting Director of Music Program B.A., University of Colorado; Performance Certificate, Mozarteum Akademie, Salzburg, Austria; M.A. and Ph.D., Harvard University

Composer-in-Residence C. Alexander Peloquin

Program Description

The Music Program offers courses in Western and non-Western musics to educate both listeners and musicians. All students, regardless of musical background, are welcome in any course, unless a prerequisite or consent of instructor is indicated.

The introductory courses give students a broad background in concepts, methods, and repertoires from which they may choose more specialized courses.

Theory and performance courses focus on the technical tools of music, with Theory I covering the fundamentals as a prerequisite to Theory II and III, as well as Instrumentation. Analysis for Performers, as the title suggests, is for instrumentalists and singers currently active in performance.

Genre courses examine one type of musical form, such as symphony, concerto, or song. Period courses focus on a particular historical era in Western music, such as the Baroque or Romantic era. Composer courses examine the works and life of one person in more detail. Cross-cultural courses, such as World Music, Music and Gender, or Music and Ritual, offer comparative work which illuminates how music functions in society.

Course Offerings

Introductory

MU 010 On the Nature of Music (S: 3) An overview of the field of music, exploring various approaches to its study, and examining its processes and repertoires. Designed to develop an understanding of the elements, the structural principals, and the basic functions of music, as well as studying the use of musical materials by representative composers and cultures through listening and analysis, with brief exercises in performing and writing music. No previous musical background is required or assumed. Anne Dhu Shapiro

MU 011 Introduction to Musics of the World (F: 3)

An exploration of selected musical cultures of the world, including fine-art, folk, popular, and tribal musics from Africa, Asia, Europe and the Americas. In addition to the comparative study of textural, melodic, rhythmic, and harmonic aspects of the music, the cultural context of the musicians will be emphasized. Where possible, live performance and workshop experience will be incorporated. No previous musical background is required or Anne Dhu Shapiro assumed.

MU 055 Gospel Workshop (F: 1)

Hubert Walters

MU 056 (BK 266) Rhythm and Blues in American Music (F: 3)

Examination of the spiritual, the blues and gospel music that has come to be known as **Hubert Walters**

MU 059 Music in Western Civilization (F:

A general introduction from Gregorian Chant to Stravinsky. C. Alexander Peloquin MU 061 Music and the Theater (S: 3) From Monteverdi's Orfeo to the super romantic music drama of Wagner; from Carl Orff's Carmina Burana to West Side Story of Bernstein.

C. Alexander Peloquin

Theory and Performance Courses

MU 070 Music Theory I (F, S: 3)

The objective of Theory I is to master the fundamentals of tonal music. In this course we will study the notation of pitch and rhythm, intervals, and elementary keyboard harmony. This course will focus on developing a strong foundation of intellectual and aural skills. Margaret McAllister

MU 071 Music Theory II (S: 3)

Prerequisite: MU 070 or consent of Department This course will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. We will increase our vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear training. Margaret McAllister

MU 072 Music Theory III

Prerequisite: MU 071

This course will cover the basic principles of chromatic progression. Maintaining the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, and augmented sixth chords. The concepts of modulation and modal interchange will be covered, and studies in keyboard harmony, ear training, and analysis will be continued.

Not offered 1988-89

The Department

MU 073 Counterpoint I

Prerequisite: MU 070 or consent of Department In this course we will study the fundamentals of the two-voice polyphonic style. The course objective will be to build a dependable contrapuntal technique using the principles of species counterpoint. The course will include a brief survey of the historical origins of Western polyphony, and analysis of ecclesiastical compositions of the last half of the sixteenth century.

Not offered 1988-89

The Department

MU 074 Instrumentation I (F: 3)

The study of the instruments of the symphony orchestra, its character, timbre, range; ability to read an orchestral score, transpose and write instrumental music. Margaret McAllister

MU 075 Analysis for Performers (S: 3)

Prerequisite: Consent of Instructor An introduction to the analysis of rhythm, harmony, melody, phrasing, dynamics, and timbre as it relates to and informs musical performance. Repertoire for analysis will be selected from pieces performed by students or from related works. Anne Dhu Shapiro

MU 076 Orchestra Practicum (F, S: 1) Regular, graded participation in the Boston College Orchestra will be given one credit up to the limit of three credits during a student's career at B.C. Consent of Orchestra Coordinator required. The Department

Genre Courses

MU 150 Symphony (F: 3)

A study of selected symphonies from the 18th through the 20th centuries, by such composers Arts and Sciences Philosophy 59

as Haydn, Mozart, Beethoven, Brahms,
Mahler, Ives, and others. Students will acquire
an understanding of evolving compositional
procedures, the changing orchestra, as well as
social institutions surrounding symphonic
composition.

The Department

MU 151 Concerto (S: 3)

A study of the evolution of the concerto from its inception in the early Baroque through the masterpieces of Vivaldi, Bach, and Handel, to the Classic period concerti of Haydn, Mozart, and Beethoven, the extension of the solo concerto in the Romantic era, and its continuation and reinterpretation in the 20th century.

The Department

MU 152 Song (F: 3)

An exploration of the possibilities of setting text to music in song-forms, using examples selected not only from the Western fine-art tradition of such composers as Schubert, Schumann, Brahms, Faure, and Debussy, Ives, and Britten, but also those of Foster, Kern, Gershwin, Porter, Bernstein, and Sondheim. Besides close analytic study of text and music, live performance and some song-writing will be encouraged.

Anne Dhu Shapiro

Period Courses

MU 162 Modern Music (F: 3)

From Erik Satie and Debussy to Copland and Bernstein, masters of Europe and the Americas—a full spectrum of the sounds of the 20th century.

C. Alexander Peloquin

MU 163 Music in the Americas (S: 3) From Billings, Ives, Gershwin, Copland to Chavez and Villa-Lobos—modern romantics, iconoclasts and liberals of the United States, Mexico, and South America.

C. Alexander Peloquin

MU 176 Music of the Romantic Era (S: 3)
A study of the new concepts, genres, and musical institutions that grew up in the 19th century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

The Department

MU 179 Music of the Baroque (F: 3)
Music in the 17th and first half of the 18th
centuries; from Monteverdi and Schutz to
Bach and Handel. Rise of new forms and
growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata,
concerto, concerto grosso, dance suite, fugue.

The Department

Composer Course

MU 177 Amadeus: Mozart and Myth (F: 3) A study of the music and life of Mozart using the Peter Schaffer play (and movie), Amadeus as a point of departure. An evaluation of the historical basis for the play through examination of Mozart's letters, manuscripts, and contemporary descriptions, as well as an examination of the musical works used as its sub-text will lead to the consideration of what purposes the mythologizing of Mozart serves in 20th-century American culture.

Anne Dhu Shapiro

Cross-Cultural Course

MU 180 Music and Ritual (S: 3)
A study of the role of music within the diverse rituals of selected cultures, with a view to un-

derstanding how music functions and what it adds. Examples will include native-American life-cycle and healing rituals, various Catholic liturgies, sub-Saharan African medicine dances, Indonesian epic dance-dramas, and far-Eastern religious and court ceremony.

Anne Dhu Shapiro

Philosophy

Faculty

Professor Thomas J. Blakeley, A.B., Sacred Heart Seminary; Ph.D., University of Fribourg

Professor Oliva Blanchette, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collége St. Albert de Louvain

Visiting Professor Hans-Georg Gadamer, Heidelberg University

Professor Peter J. Kreeft, A.B., Calvin College; A.M., Ph.D., Fordham University

Professor Richard T. Murphy, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Professor Joseph L. Navickas, Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Professor Thomas J. Owens, A.B., A.M., Boston College; Ph.D., Fordham University

Professor David M. Rasmussen, A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

Professor William J. Richardson, S. J., Ph.L., Woodstock College; Th.L., Ph.D., Maítre Agrégé, Louvain

Professor Jacques M. Taminiaux, University of Louvain

Professor Norman J. Wells, A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Associate Professor James Bernauer, S.J. A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Associate Professor Patrick Byrne, B.S., A.M., Boston College; Ph.D., New York State University

Associate Professor John J. Cleary, A.M., University College, Dublin; Ph.D., Boston University

Associate Professor Richard Cobb-Stevens, A.B., A.M., Boston College; Ph.D., Sorbonne

Associate Professor Joseph F. X. Flanagan, S.J., Chairperson of the Department A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Associate Professor Arthur R. Madigan, S.J., A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Associate Professor Stuart B. Martin, A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University Associate Professor Daniel J. Shine, S.J., A.B., A.M., Boston College; A.M., Catholic University of America; S.T.L., Weston College; Ph.D., Gregorian University

Associate Professor Francis Soo, A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Assistant Professor Ronald Anderson, S.J., B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Assistant Professor Joseph H. Casey, S.J., A.B., A.M., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Gregorian University

Assistant Professor Gerald C. O'Brien, S.J., A.B., A.M., Boston College; Ph.D., Fordham University

Assistant Professor Ronald K. Tacelli, S.J., A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Program Description

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: Ancient, Medieval and Contemporary; American and Contemporary Continental Philosophy; Philosophy of Religion, Philosophy of Science and Russian Philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. Working under the guidance of a faculty advisor students can design a well-balanced program that will thoroughly ground them in the history of philosophy and yet allow for development of their major interests.

Special sections of Core philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain of the graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and replace one course for three credits, extendable to six credits. Senior majors may work out a special research program as a substitution for normal course requirements. The Department also participates in the Scholar of the College Program, details of which are to be found in the general catalog description of the Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

Course Offerings

The courses listed for the 1989–90 cycle are tentative. These are courses that the professors have given in the past and will be repeated at some future date. If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

60 Philosophy Arts and Sciences

Core Courses

PL 070-071 Philosophy of the Person I and II (F: 3-S: 3)

This course is based on two Socratic sayings: "know thyself," and "the unexamined life is not worth living." This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.

The Department

PL 090-091 (TH 090-091) Perspectives on Western Culture I and II/Perspectives I (F: 6-S: 6)

This is a special two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

The Department

UN 105-106 Perspectives on Modernism/ Perspectives II (F: 6-S: 6)

A full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music segment will include Wagner, Debussy, and Stravinsky; there will also be at least one week of jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. This course fulfills six credits of the Philosophy Core requirement, six credits of the English major requirement, or three credits of each requirement... The Department

UN 110-111 Horizons of the New Social Sciences/Perspectives III (F: 6-S: 6)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from theological issues.

The Department

UN 120-121 New Scientific Visions/ Perspectives IV (F: 6-S: 6)

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics and contemporary cosmologies. In particular, the startling innovations wrought by the concepts of function, energy and random-

ness in the fields of mathematics, biology, physics and chemistry will be explored. These developments will be presented in their mutually conditioning relationships to one another, and in terms of their impacts upon our philosophical world-view.

The Department

PL 281–282 Philosophy of Human Existence (F: 3–S: 3)

A systematic reflection on the nature of human existence, starting from an analysis of the body/soul structure and of community, with special attention given to the question of immortality and the questions of knowledge and freedom. The method will insist heavily on personal reflection along with a research project on a particular theme or a particular author relevant to the subject matter of the course.

Oliva Blanchette

PULSE Courses

PL 088-089 (TH 088-089) Person and Social Responsibility (F: 6-S: 6) This is a two-semester, twelve-credit course

that fulfills all the Core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the PULSE Program (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice—delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices. The Department

PL 202 Housing and Reality (S: 3)

An in-depth study of housing, the purchasing of, investment in, management of, and trends of the market with views in the urban neighborhoods.

The effects of the multiple factors affecting housing such as design, construction, methods, urban planning, political manipulation and financing with its relationship to the various economic groups of society.

Harry Gottschalk

PL 205 Housing: A Guide for the Perplexed (F: 3)

Providing adequate and affordable housing for its citizens confronts most American cities with a baffling array of interrelated technical, political and managerial issues. While addressing these concerns, this course introduces yet another layer of complexity to the problem: what does it mean to be at home in the world? What ideal of person and society animates our urban planning and design? What are the relationships between architecture and politics?

Harry Gottschalk

PL 216 Boston: An Urban Analysis (S: 3) This is a seminar intended for juniors and seniors with PULSE experience in the South End. The aims of the course include reflection upon the problems of government and power

at the neighborhood level and an investigation of the symbolic configurations of local life.

David Manzo

PL 233 Values in Social Services and Health Care (F: 3)

This course will undertake a multidisciplinary critique of health delivery as a system in the United States. A primary objective will be the development of critical modes of thinking as a way to understand and influence social change. This course is open to all interested, although concurrent participation in a PULSE field project is strongly recommended. David Manzo

PL 291-292 Philosophy of Community I and II (F: 3-S: 3)

Prerequisite: Limited to members of the PULSE Council.

A study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take.

Joseph Flanagan, S.J. Richard Keeley

PL 293-294 Culture and Social Structure: Philosophy of PULSE I and II

Prerequisite: Membership on PULSE Council. The course will concentrate on the interrelationships between American political, economic, social and military institutions. AS these interrelations are explored on a macro scale, a microanalysis of like patterns at the neighborhood and city level will also be undertaken.

Offered 1989–90

Joseph Flanagan, S.J.
Richard Keeley

Electives

PL 165 The Human Person and Love (S: 3) The course will examine the mystery of love in its multiple human expressions. The study will be from a philosophical and psychological point of view, through a consideration of selected readings from some classical and modern authors, e.g., Luijpen, Fromm, Lewis, Peiper, Plato, Aristotle, etc. Daniel J. Shine, S.J.

PL 168 Philosophy in the Bible (F: 3)
Exploration of philosophical questions about
Meaning, God, Truth, Humanity, Morality,
Love, and Death in 14 books of the Bible from
Genesis to Revelation. Peter J. Kreeft

PL 183 The Philosophy of Modern Sports An inquiry into the nature and role of games and sports in shaping various ethical ideals, especially those values which are intrinsic to the functioning of a genuine democracy. Among the topics examined will be the rise of sports in ancient Greece; the Roman tradition; the Medieval interlude; sports in the modern era; idealistic, materialistic and existential reflections on the meaning of sports; sports as education, and the role of education in implementing the Democratic ideal; the Marxist critique of modern sports; the Neo-Marxist reflection of all sports; a Weberian analysis of the meaning of sports; the dialectics of winning; violence; professionalism; sports as kinesthetic

art and as theater; the role of women in sports.

Offered Fall, 1989 Stuart B. Martin

PL 193 Chinese Classical Philosophy: Confucianism, Taoism and Buddhism (F: 3) Starting from a general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between Nature, Man and Society, Taoism teaches the most natural way to achieve this harmony, i.e., Tao. Sinicized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names and forms, and remains empty and quiet in its nature. Francis Y. Soo

PL 194 Contemporary Chinese Philosophy: Neo-Confucianism and Maoism (S: 3)
Within the historical context of modern China (from 1840 up to the present), the course will focus on contemporary philosophical trends. Two of them are of particular importance. One is Neo-Confucianism which tries to revive or modernize not only traditional Confucianism but also Chinese Classical philosophies in general.

The other is Chinese Marxism, which under Mao, tries to 'substitute' Chinese Marxism for the Classical Chinese philosophies. It is very interesting to study how contemporary Chinese philosophers have tried to philosophize in contemporary China.

Francis Y. Soo

PL 203 Analytic Philosophy (S: 3)
How to describe the indescribable? This course—partly historical, partly systematic—is about the limits of language and the limits of the world: how the one influences the other.

Ronald K. Tacelli, S.J.

PL 212 Perspectives on Marxism

This interdisciplinary course is sponsored by the Department of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all major perspectives and providing an orientation for planning the student's further study of the questions raised by this important movement.

Offered Fall, 1989 Thomas J. Blakeley

PL 228 Women Through the Eyes of Today's Playwrights

How do male playwrights such as Shepard, Wilson, Mamet and Rabe portray women? How do female playwrights such as Henley, Wasserstein, Norman and Kerr portray women? Two kinds of studies will provide a framework for critiquing the portrayals: psychological studies such as C. Gilligan (In A Different Voice) and F.J.J. Buytendijk (Woman) and philosophical studies such as G. Grisez (Beyond the New Theism) and R.E. Joyce (Human Sexual Ecology).

Offered Fall, 1989 Joseph H. Casey, S.J.

PL 246 20th Century Women Philosophers (F, S: 3)

This course is designed to notice and explore the contribution of twentieth-century women philosophers. It hopes to highlight not only the insights offered by these women on traditional philosophical questions but also the new perspectives added through their contributions. The course will be run as a seminar with class discussion.

Lisa Piquette

PL 251 Political Philosophy: Machiavelli to Burke

This course traces the origins of some modern conceptions of law and the state, the sources and limits of political authority through some of the great modern political philosophers, relating these to the classical Aristotelian tradition.

Offered Spring, 1990 Gerard C. O'Brien, S.J.

PL 254 After Death and Dying (S: 3)
An exploration of life after death, including such questions as: What difference does confronting death make? Is death a hole or a door? How are the meaning of life and the meaning of death connected? Do we really want to live forever? How is Heaven different from the genetic promise of an immortality pill?

Peter J. Kreeft

PL 259 (SC 250) (TH 327) Perspectives on War, Aggression, and Conflict Resolution I (F: 3)

This course is the result of work by faculty and students interested in developing an interdisciplinary approach to the study of Peace and War at Boston College. The Boston College Program for the Study of Peace and War sponsors this course as one of the two introductory offerings in Peace Studies at the University (PERSPECTIVES, part II is offered in the spring semester). PERSPECTIVES I is centered around analyses of the *causes* of war and conflict in contemporary society. *Rein A. Uritam*

PL 264 Logic (F, S: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases.

The Department

PL 268 (BK 268) (SC 268) The History and Development of Racism (F, S: 3)

This course will survey historical forms which racism has taken in the United States and will identify past and present methods of opposing racism. Major content areas will include a study of European antecedents to racism in the U.S., including the development of white attitudes toward people of color in Anglo and other societies. The institutionalization of racism during the Colonial period will be examined with emphasis on judicial decisions and legislative acts, and the development of the U.S. Constitution. Other content will focus on the "peculiar institution" of slavery, the history of Black protest, the Abolitionist movement, Jim Crowism, and the development of the Web of Racism as an urban form of racism.

Horace Seldon

PL 269 (SC 251) (TH 328) Perspectives on War, Aggression, and Conflict Resolution II (S: 3)

An interdisciplinary course that is concerned primarily with alternatives and solutions to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future.

Rein A. Uritam

PL 270 Philosophical Logic (F: 3)

Aristotelian-Scholastic formal and material logic for graduate and serious undergraduate students, as the best introduction to reading,

evaluating and teaching classical philosophers.

Peter J. Kreeft

PL 278 Philosophy of Woman (F, S: 3) We will look at selections from various philosophers in order to understand what they mean by 'man' and 'woman'. We will try to see whether or not the meanings are coherent with each other and with the rest of the philosopher's thought. In this way, I hope we will get an overview of how the concept of 'woman' has changed and developed over the years.

Katherine Johnson

PL 299 Readings and Research (F, S: 3)
By arrangement The Department

PL 303 Philosophical Questions in Religion This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook is supplemented by readings in C. S. Lewis and Thomas Aquinas. Offered Fall, 1989

Peter J. Kreeft

PL 308 The Political Thought of the Greeks An examination of Greek political philosophy, with special emphasis on Plato's *Republic* and Aristotle's *Politics;* an attempt to apply the resources of Greek thought to some of the perennial issues of political philosophy.

Offered Spring, 1990 Arthur R. Madigan, S.J.

PL 309 Marriage and the Family (S: 3) The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: Marriage/Family, on both institutional and personal levels.

The entire course consists of four parts: (1) It begins with a cross-cultural understanding of marriage/family by examining some of its many cultural variations. (2) Next, we will focus on the American traditional marriage/family and see why and how it has evolved into its present form, i.e., nuclear system. (3) Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. (4) Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital) status to share their personal experience (both positive and negative) as well as their insights into this very foundation of human life.

Francis Y. Soo

PL 314 The Mind and Its Body (S: 3) Am I my body and nothing more? Is there such a thing as a *soul*? If there is, can I know anything about it? What is the relationship between 'mind' and 'body'? Is the unity between them what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this?

These are some of the questions we will raise—and try to answer. Ronald K. Tacelli, S.J.

PL 329 Fundamental Problems In Moral Philosophy

The course will examine a number of important ethical issues: morality as a unique human phenomenon; the distinction between the moral and the legal spheres; the nature of cul-

tural and moral relativism; the basic determinants of the moral act. Three ethical theories will be discussed and re-evaluated: the idea of happiness and the Aristotelian moral doctrine; the categorical imperative in Kant's practical philosophy; moral values and morally relevant goods in D. von Hildebrand's phenomenology. Offered Fall, 1989

Joseph L. Navickas

PL 333 American Theater and Philosophy I Issue: The human person. What dimensions of the human person are found in today's drama? To find the answer plays will be studied by authors such as Lanford Wilson, Sam Shepard, David Mamet, Albert Innaurato.

The answer will be evaluated. The students will be directed to two kinds of readings. First, readings in which the person is perceived to have richer dimensions such as Augustine, Confessions, C. S. Lewis, Surprised By Joy, Kierkegaard, Either/Or. Other readings will explain the contemporary understanding of being human such as Murray, The Problem of God, G. Marcel, Problematic Man, Catholic/Humanist Dialogue, Dunne, A Search for God in Time and Memory, Tyrrell, B. Lonergan's Philosophy of God, Grisez, Beyond the New Theism.

Offered Fall, 1989

Joseph H. Casey, S.J.

PL 334 American Theater and Philosophy II (S: 3)

Issue: Dying and Killing. Plays successful on the American stage will be used to reveal the American perspective on dying or/and suicide and euthanasia. The theoretical presuppositions of the American perspective will be extracted and studied as philosophical issues.

Dying: Plays such as Shadow Box, All Over, Lady from Duluth, Camino Real, On Golden Pond, Wings, Lazarus Laughed. Suicide/Euthanasia: Plays such as The Zoo Story, Death of a Salesman, Whose Life Is it Anyway?, The Elephant Man. Philosophical Works: Plato, Crito, Phaedo, Kreeft, Love Is Stronger Than Death, Rahner, On the Theology of Death, Crisez-Boyle, Life and Death with Liberty and Justice.

Collateral reading: Kubler-Ross, On Death and Dying, Moody, Life After Life.

Joseph H. Casey, S.J.

PL 335 Platonic Dialogues (F: 3)

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the Republic. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Gerard C. O'Brien, S.J.

PL 338 The Heidegger Project I (F: 3) This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. Some knowledge of

traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

PL 339 The Heidegger Project II (S: 3) A continuation of PL 338, open only to students participating in the course.

Thomas J. Owens

PL 340-341 Philosophy in the Middle Ages I and II (F: 3-S: 3)

The examination of the perspectives on God, man and the cosmos from Augustine to Ockham.

Norman J. Wells

PL 344 The Aristotelian Ethics

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Offered Spring, 1990 *Arthur R. Madigan, S.J.*

PL 350 Business Ethics (F: 3)

This course aims at fostering both a greater awareness of the ethical values and issues operative in economic life in the United States today and a greater capacity to reflect on these values and issues in an informed and systematic fashion.

The course will be divided into four parts: I. Ethical Theory; II. Current Morality: A descriptive overview; III. Ethical Questions on the Macro Level; IV. Ethical Questions on the Micro Level.

Joseph A. Holt, S.J.

PL 351 Life, Values, and Morality (S: 3)
The objective of this course is the examination of the meaning of life. A number of problems will be discussed: the general notion of value, different types and families of values, including morally significant goods and moral obligation. Some modern philosophers will be introduced: Nicolai Hartmann, Max Scheler, Dietrich von Hildebrand, and Alexander Pfänder.

Joseph L. Navickas

PL 357 American Theater and the God Issue (F: 3)

Leading contemporary playwrights, such as Shepard, Rabe, Wilson, Mamet, Norman, Wasserstein, Durang, and Henley, will be read to discover how people today relate to the God issue. Do they deny God's existence, profess it, ignore it? Contrast will be provided by plays from other eras.

Whether God exists will be asked within the conviction that one only "knows" God through experience and that reasoning functions to show it is reasonable to interpret certain experiences, e.g., religious experience and the experience of love, as encountering God. The question will be treated for a believer, for an atheist, and for a totally religious person.

A traditional approach based on St. Thomas and a more recent approach by G. Grisez will be used.

Joseph H. Casey, S.J.

PL 358 The Confessions of St. Augustine The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheanism, classical literary education and Neoplatonic philosophy. The chief emphasis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works. Offered Fall, 1989 *Gerard C. O'Brien, S.J.*

PL 375 Modern Philosophy I: Descartes and British Empiricists

A detailed examination of the classical positions taken during this period on the self, God, man and the world.

Offered Fall, 1989

Norman J. Wells

PL 376 Modern Philosophy II: British Empiricists to Kant

Continuation of the previous semester, PL 375. Offered Spring, 1990 Norman J. Wells

PL 379 Socrates and Jesus (S: 3)

Purpose: to make the acquaintance of and to compare the two most influential people who ever lived--the inventor of reason and the object of faith; philosophy and religion compared at their source. Intensive reading and discussion of *Great Dialogues of Plato* and John's *Gospel*.

Peter J. Kreeft

PL 381-382 After Being I: A Reexamination of the Question (F: 3-S: 3) Starting from Heidegger and other deconstructionists of the metaphysical tradition, this course will attempt to re-open the question of being as an issue of rational discourse and propose a method for dealing with the question scientifically in terms of the transcendental properties of Being, the One, the True, and the Good. It will argue that not "the forgetfulness of being," but the forgetfulness of the transcendentals has led to the demise of metaphysics in Western philosophy, and that a refocusing on the transcendentals can open the way to a more adequate discourse on Being, as such. Oliva Blanchette

PL 395 Philosophy of Dostoevsky (F: 3) The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the Grand Inquisitor. The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Navickas

PL 403 Does God Exist? (F: 3)

An intensive examination of arguments for and against God's existence.

Ronald K. Tacelli, S.J.

PL 411 Marx in the Middle Ages

Marx, though an avowed atheist, reaches over the backs of the Enlightenment and rationalism to the men of faith of the Middle Ages. With them, he shares a concern for the dignity of labor, an opposition to interest-bearing capital and suspicion of individualism, a respect for communities of value, and a certain selectively reformist approach to elements of Aristotelianism. We will use selected texts from Marx (esp. the *Grundrisse*) and Thomas Aquinas to illustrate and analyze these parallels and differences.

Offered Spring, 1990 Thomas J. Blakeley

PL 415 Great Trials in Western Civilization Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. After an initial consideration of Kafka's *The Trial*, this course will examine the development of our sense of moral judgment by a study of significant trials which have taken place in western civilization. Among those to be considered and the issues raised by them are: the trial of Galleo (science and religion), Dred Scott (racism), Louis XVI

(revolution and justice), Dreyfus (anti-semitism), Nuremberg trials (war and responsibility), Eichmann (modern forms of evil).

Offered Spring, 1990 James W. Bernauer, S.J.

PL 417 Socrates

"The Father of Western Philosophy", the inventor and unsurpassed example of the premier method of teaching, the gadfly to the State, the secular saint, was at once the simplest, clearest and most rational of philosophers and yet the most mysterious and paradoxical. E.g. what was "the god" that directed him? And why was he uncertain about what everyone else "knows" and certain only about paradoxes like "evil is only ignorance," "learning is only remembering" and "no evil can ever happen to a good man"?

This course studies Plato's early dialogues with a view to making acquaintance with this man who, next to Jesus, was perhaps the most important in all our history. Students will also write Socratic dialogues on topics of current interest, in his spirit and method.

Offered Fall, 1989

Peter J. Kreeft

PL 418 Later Greek Philosophy: The Search for Meaning (F: 3)

In their different ways, the Stoics, Epicureans, Sceptics, and Platonists were engaged in search for human meaning. Our aims: to follow these philosophers in their quest for meaning; to understand the reactions of Jewish and Christian thinkers; to see how the later Greek quest for meaning relates to modern quests, for example, that of Viktor Frankl.

Arthur R. Madigan, S.J.

PL 419 Kant and Hegel

An analysis and comparison of the major themes in Kant and Hegel.

Offered Fall, 1989

Joseph L. Navickas

PL 421 Nietzsche—Prophet of Nihilism (S: 3)

Through a chronological analysis of the basic texts of Nietzsche, this course aims at discussing the meaning of his attempt to overcome platonism.

Iacques M. Taminiaux

PL 423 Introduction to Analytic Philosophy (F: 3)

The main currents in contemporary analytic philosophy, now dominant in America and English-speaking countries, will be presented in their historical development. G.E. Moore's impact on the British turn away from idealism in the 1900's will be examined first. The influence of Bertrand Russell, especially on Logical Atomism, will be assessed. Logical Positivism, particularly in the works of Ayer and Carnap, will be treated in detail. Finally, the contributions of the ordinary language philosophers under the aegis of the later Wittgenstein will be discussed.

Richard T. Murphy

PL 427 Existential Psychology (F: 3)

The course will study the influence of some existential philosophers in the areas of psychology and psychiatry. Some of the authors to be considered will be Freud, Heidegger, Binswanger, Boss, Laing, May, etc. Daniel J. Shine, S.J.

PL 429 Freud and Philosophy

A reading of Freud's principal works will show how psychoanalytic theory has altered our selfunderstanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith. Offered Spring, 1990 David M. Rasmussen

PL 432 Modern Movements in European Philosophy (S: 3)

This course will examine the crisis of the human subject in three major currents of contemporary Continental thought—phenomenology (Husserl, Heidegger, Sartre, Ricoeur); structuralism (Saussure, Althusser, Lacan, Foucault); and critical theory (Lukacs, Benjamin, Marcuse). The course will include reference to the philosophy of literature and art. There will also be some discussion of recent "deconstructionist" approaches to the problem of humanism, subjectivity and truth. *Richard Kearney*

PL 435 Theory of the Novel (S: 3)

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as: One Hundred Years of Solitude, Crime and Punishment, The Sun Also Rises, Death in Venice, Light in August, and Madame Bovary.

Offered Spring, 1989 David M. Rasmussen

PL 437 Introduction to Derrida

This course will attempt to define the major issues that concern Jacques Derrida as these are discernible in the early evolution of his thought.

William J. Richardson, S.J.

PL 445 The Origins of American Pragmatism

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture.

Offered Fall, 1989 Richard Cobb-Stevens

PL 448 Kant's Critique (F: 3) An analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

Ronald K. Tacelli, S.J.

PL 449 Corporations and Morality (F, S: 3) This course will begin with a reflection on the main ethical theories which can be used as frameworks for making moral judgments. To test the efficacy of such theories, we will examine several cases dealing with moral dilemmas which can arise in the workplace. At this point, our focus shifts to the corporation as a special entity in society which has the same autonomy and moral agency as the human person. After delineating a tenable theory of corporate responsibility, we will examine how the corporation functions as both a moral agent in the larger society and as a moral environment to be managed with a view to the freedom and well-being of its members. The main focus will be on managing the corporation's relationship with the social and natural environment in which it operates. Issues to be considered in this regard will include marketing and advertising, product safety, environmental pollution, bankruptcy, and international business. Since the trend of globalization in the business environment remains so predominant, special attention will be paid to the peculiar problems

which often surface when doing business in the international marketplace.

Richard A. Spinello

PL 451 Health Care Ethics

Starting from a reflection on the basic structure of moral judgement, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control, organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in hospitals, labeling, professional dominance, the experience of death, and abortion. Oliva Blanchette Offered Fall, 1989

PL 452 Perspectives on Addiction

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.

Offered Spring, 1990 Gerard C. O'Brien, S.J.

PL 455 Kierkegaard and Nietzsche (S: 3) Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

Stuart B. Martin

PL 456 The Holocaust: A Moral History

The tragic event which ruptured modern western morality will be examined from a variety of perspectives (literary, philosophical, theological, and political). We shall study the testimony of both its victims and its perpetrators. Special attention will be given to a consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

Offered Fall, 1989 James W. Bernauer, S.J.

PL 467 Jean-Paul Sartre (S: 3)

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.

Richard Cobb-Stevens

PL 474 A Philosophy of Laughter, Humor and Satire (S: 3)

This course involves studying a considerable sampling of the great works of satire and comedy from all ages, from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire and what satire and laughter tell us about ourselves as wondering, rational, risible animals. The views of Kant, Bergson, Chesterton and others will be discussed in some detail, but there will also be an attempt to appreciate each work of art in its individuality and the personal perspective each one brings to his/her appreciation.

Gerard C. O'Brien, S.J.

PL 482 Modern Political Philosophy from Hobbes to Hegel (F: 3)

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical and philosophical—to current issues like technocracy, consumerism, the private and the public, political judgment, freedom of expression, etc.

Jacques M. Taminiaux

PL 484 Greek Tragedy and Greek Philosophy

While Greek tragedy is far from a mere dramatization of philosophical theses, it does raise philosophical issues. The aims of this course are: to become better acquainted with Greek tragedy, and more alert to the philosophical issues it raises, and to see how these issues shaped the thought of Plato and Aristotle and how they might affect our own thought.

Offered Spring, 1990 Arthur R. Madigan, S.J.

PL 485 Philosophy of Comparative Religions—East and West (F: 3)

This course has a twofold purpose. First, it explores one of the fundamental questions in philosophy: the religious or a-religious nature of man. Is man essentially a religious being, and hence is self-sufficient per se. Or is man essentially an a-religious being, and hence is not self-sufficient per se. Secondly, this course is also a comparative study of *philosophies* of Western and Eastern religions. Five of the world's major living religions (Judaism, Christianity, Taoism, Buddhism and Shintoism) will be studied separately, and then follows a comparative evaluation of them. It is hoped that a synthetic understanding of the religious or a-religious nature of man would be achieved.

Francis Y. Soo

PL 486 Marxism: Why it Happened Philosophically (F: 3)

The lectures will discuss elements in Hegel, Feuerbach and the early Marx that stimulated later Marxism as a system. Certain key historical factors that fostered this development will be incorporated into the discussions during the class meetings.

Frederick Adelmann, S.J.

PL 487 Marxism: What Will Happen to it Philosophically? (S: 3)

Is Gorbachev's notion of "Glasnost" having an effect on the intellectual life of the Soviets? Are there signs of change in Scientific Materialism? Is atheism an essential element in Dialectical Materialism? The reactions of certain western writers as Rahner, Wetter, Peukert and Metz will be considered. We shall relate certain new developments to Liberation Theology.

Frederick Adelmann, S.J.

PL 488 Scientific Geniuses and Philosophical Visions (S: 3)

This course will explore the impact of several key scientific developments on our philosophical understanding of ourselves and our world. Selected works of Aristotle, Euclid, and Apollonius will provide an appreciation of the ancient Greek context for the scientific revolutions brought about by Galileo, Vieta, and Newton in the early modern period. We shall also discuss how Leibniz' dream of a logical calculus was fulfilled in the twentieth century by Fege's "formula language of pure thought" and finally by the invention of the digital com-

puter. We shall consider the innovations introduced by the theories of evolution and relativity and by the new mathematical concepts of function and randomness. No specialized proficiency in mathematics is required.

Richard Cobb-Stevens

PL 494 Christian Faith and Greek Philosophy (S: 3)

An examination of the interaction between faith and philosophy in the early centuries of the Christian era, this course will focus on such topics as the nature of God, the interpretation of sacred texts, the conditions of human moral activity and of human fulfillment, via study of scriptural, patristic, and conciliar documents and of contemporary Greco-Roman philosophical texts.

Arthur R. Madigan, S.J.

PL 497 Parmenides (F: 3)

An investigation of the background, life and philosophy of the greatest of the Greek philosophers before Socrates. Parmenides was thoroughly a man of his time; yet, against the tide of Greek physical speculation, he launched the science of metaphysics; in a polytheistic society, he was a monotheist; in a male-oriented society, he envisioned reality under the guise of a woman. Some elementary Greek grammar will be taught in conjunction with this course so that we can together share the authentic vision of Parmenides.

Stuart B. Martin

PL 513-514 Contemporary French Philosophy I & II (F, S: 3)

During the past few decades, French philosophical reflection has had an extraordinary impact on our self-understanding. A combination of original thought and brilliant style created a living philosophy, assured of a wide international audience and an unusually immediate cultural influence. Writers like Camus, Sartre, De Beauvoir, Levi-Strauss and Foucault have shaped the ways in which we think about many of the great ethical issues of our day. This two-semester course will be offered in French. The readings have been selected both for their lucid style and engaging content. Discussions and examinations will be conducted in French. Richard Cobb-Stevens

PL 520 Basic Marxist Thought (F: 3) An examination of the development of the thought of Karl Marx from *The Economic and* Philosophical Manuscripts through Capital.

David M. Rasmussen

PL 521 Wittgenstein

This course will present Wittgenstein against the historical background of the rise of Analytic philosophy and emphasize how Wittgenstein has so radicalized philosophical methodology that for many linguistic analysis appears to be the only viable philosophical method. At the same time, the affinity of Wittgenstein's outlook to Husserl's phenomenology will be treated.

Offered Spring, 1990 Richard T. Murphy

PL 523 The Prison Experience

An examination of the prison experience from a variety of perspectives: historical, sociological, literary, cinematic and philosophical. Initially, the course will investigate the historical appearance of the prison institution as a common form of punishment. We shall then consider the literature produced from within the prison experience and recent cinematic expressions of its meaning. Finally, we will study the model of rationality contemporaneous with the

birth of the prison and the philosophical sources of penology as human science.

Offered Fall, 1989

James W. Bernauer, S.J.

PL 535 Scientific Revolutions I

This course will study the development of the Copernican revolution against the background of the ancient and medieval views of the universe. We will read selections from the original works of Ptolemy, Copernicus, and Kepler; along with two major works by Galileo, who was chiefly responsible for the consolidation of the new world view. In studying these works, we shall focus on the following problems: (a) the problem of planetary motion and (b) the problem of terrestrial motion. The guiding theme of the course is the fruitful interaction of problems and theories.

Offered Fall, 1989

John J. Cleary

PL 536 Scientific Revolutions II (F: 3)

This course will continue and complete our study of the Copernican Revolution which was begun in Scientific Revolutions I. We will read closely some of the key scientific works of both Descartes and Newton—the two central figures for the completion of the scientific revolution heralded by Copernicus. Finally, we will consider its most important philosophical implications as spelled out in the works of Kant, who self-consciously introduced a "Copernican Revolution" in philosophy.

John J. Cleary

PL 538 Law, Business and Society (F: 3) This course makes use of an interdisciplinary approach to studying society and social issues, issues related to law, business and society, i.e., the political, economic, and social spheres of human life.

Starting from the notion of "law" and "right", the course will first study the American legal system. We will examine its historical roots, its Constitution, various legal theories and their practice (i.e., cases). Then, the source will move into a critical study of the major economic thoughts or theories: Classical, Neo-Classical, Marxist, and Supply-side economics. Finally, we will examine the American social system in terms of its class structure, power elite, bureaucratization, and social status.

Throughout the course, the students will be asked to develop critical thinking and reflect on the important social issues such as equality, crime, family crisis, and justice. *Francis Y. Soo*

PL 544 St. Thomas Aquinas

Prerequisites: a knowledge of Aristotelian logic and Aristotelian philosophical terminology, e.g., Kreyche's Logic for Undergraduates and Adler's Aristotle for Everybody.

This course is a survey of the distinctive teachings of Aquinas' metaphysics, cosmology, anthropology, epistemology, ethics, politics, and philosophical theology.

Offered Spring, 1990

Peter J. Kreeft

PL 554 Philosophy of Poetry and Music (F, S: 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph F. Flanagan, S.J.

PL 561 Freud and Phenomenology

The course will present the chief principles and concepts belonging to the method of psy-

choanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis. Richard T. Murphy Offered Spring, 1990

PL 563 The Great Philosophers I (F: 3) The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns. Joseph L. Navickas

PL 564 The Great Philosophers II (S: 3) This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Joseph L. Navickas

PL 577 Introduction to Symbolic Logic (S:

An introduction to modern formal logic designed to familiarize students with both the methods for expressing ordinary language arguments in symbolic form and with the various techniques used to analyze and evaluate the validity of arguments expressed in symbolic form. The course will cover propositional and predicate logic, some of the subtleties involved in the way we use ordinary language in reasoning, and some of the horizons of 20th century logic such as the interesting paradoxes of selfreference, "formal systems," and the limits of logic in human thought. Ronald Anderson, S.J.

PL 578 Philosophy of Mathematics Prerequisite: PL 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful. Offered Fall, 1989 Patrick H. Byrne

PL 584 The Compleat Author: C. S. Lewis Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good and the beautiful. This course is a total immersion experience in this remarkable man through his writings, aiming not primarily at him but at ourselves and our world seen through his eyes.

Offered Spring, 1990 Peter J. Kreeft PL 593 Philosophy of Science

An introduction to the various themes concerned with the interplay between philosophy and science. The nature of scientific explanations and the cognitive status of scientific theories will be considered. The roles of induction and deduction in scientific discovery will be examined as well as a number of metaphysical questions raised by the natural sciences such as the ontological status of the various entities which make up scientific theories. Examples will be considered from both the biological and physical sciences, with a particular focus on evolutionary theory and modern cosmological theories about the universe. Offered Fall, 1989

Ronald Anderson, S.J.

PL 594 Metaphysics First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being expressed as "being as being." We will make it our task to examine all the central issues of metaphysical concern: What is being? What are the main traits of being as being? What are the main types of being? What are the fundamental operations of being as being? In what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre. Thomas J. Blakeley Offered Spring, 1990

PL 604 Philosophy and History

The first part of the course will aim to clarify the nature of historical understanding by examining the work of several historians. We shall then consider several attempts (Hegel, Toynbee, Voegelin) to articulate a philosophical understanding of historical development. Offered Spring, 1990 James W. Bernauer, S.J.

PL 608 Humanism and Anti-humanism

This course will examine comtemporary notions of humanism (e.g., Sartre, Heidegger) and the critique that has been made of humanism by such thinkers as Althusser, Foucault, Derrida and Lacan.

Offered Fall, 1989 William J. Richardson, S.J.

PL 613 Marx' Grundrisse

The most serious form of neo-Marxism is that which was launched by the spread of the study of Marx' Grundrisse der Kritik der Politischen Oekonomie. This course will look at the text and its influence both in the West and in the Marxist-Leninist world.

Offered Fall, 1989 Thomas J. Blakeley

PL 614 Husserl and Hume

Descartes and Hume exerted the greatest influence on Husserl's development of phenomenology. This course, after beginnning with a brief exposition of Husserl's version of the phenomenological method, will examine Hume's positive impact on Husserl's thought, expecially in its later stages. It is anticipated that Hume's contribution to Husserl's turn to radical subjectivism will be documented. Offered Fall, 1989 Richard T. Murphy.

PL 615 British Empiricism

This course introduces classical British empiricism through the examination of the works of Locke, Berkeley, and Hume within their historical context. These authors' influence on contemporary Analytic philosophy and especially phenomenology will be discussed. Offered Fall, 1989 Richard T. Murphy PL 618 The Process of Becoming

Scientific developments such as the theories of evolution, relativity, and quantum mechanics have forever changed the ways we view reality. This course traces the attempts of twentiethcentury philosophers and theologians such as Bergson, Whitehead, Teilhard, and Hartshorne to forge new conceptions of reality adequate to these intellectual breakthroughs. Offered Spring, 1990 Patrick H. Byrne

PL 620 The Eclipse of the Good: New Orientations in Contemporary Ethics (S: 3)

This course is directed to upper-division undergraduate as well as graduate students. It will examine major theories in contemporary ethics from the perspective that these theories have been provoked by novel experiences of evil. Among the authors to be considered are Alasdair MacIntyre, Michel Foucault, Sigmund Freud, Martha Nussbaum, Robert Lifton and Piaget. Other resources utilized by the course will include contemporary literature and film.

James W. Bernauer, S.J.

PL 622 Michel Foucault

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action.

Offered Spring, 1990 James W. Bernauer, S.J.

PL 625 The Problem of Self Knowledge (F:

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide. Patrick H. Byrne

PL 626 Hannah Arendt: Learning to Love the World (F: 3)

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. The specific theme for the course will be this contemporary thinker's effort to renew a love for the world and an appreciation of the worldly traits of those who call it home. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought.

James W. Bernauer, S.J.

PL 628 Ayer and Wittgenstein (S: 3)

This course investigates contemporary Analytic Philosophy (now dominant in English-speaking philosophical circles) by examining the parallels and yet profound oppositions between Logical Positivism and Ordinary-Language philosophy. The former's most well-known proponent is Ayer; the latter view is indebted to the later Wittgenstein. These two influential thinkers of the 20th century will be discussed within this historical context. Richard T. Murphy

PL 632 The Later Heidegger

This course will consider major themes in Heidegger's development after the so-called "turning" in his way (circa 1930). These will become

manifest in certain selected representative texts.

Required: a serious knowledge of Being and Time, such as gained from "The Heidegger Project" or its equivalent.

Offered Fall, 1989 William J. Richardson, S.J.

PL 633 Metaphysics: Selected Texts (F: 3) A diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence. Texts to be studied will vary from year to year. Proficiency in Greek will be an asset.

Arthur R. Madigan, S.J.

PL 634 The Philosophy of Jurgen Habermas (S: 3)

A seminar on the more recent (1981 and later) writings of Jurgen Habermas. We will consider the following topics: the theory of communicative action; the theory of modernity; theories of law and politics; aesthetics.

David M. Rasmussen

PL 638 Plato: Selected Dialogues (S: 3) A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato.

Arthur R. Madigan, S.J.

PL 640 The Evolution of Greek Metaphysics A consideration of the development of metaphysics from the speculations of the Presocratics to the system of the Neoplatonists. Texts to be studied will vary from year to year, but the greater part of the course will be devoted to metaphysical texts from Plato's dialogues, and to Aristotle's Metaphysics.

Offered Fall, 1989 Arthur R. Madigan, S.J.

PL 641 Ethics and Psychoanalysis
An examination of the ethical problem as posed by psychoanalysis.
Offered Fall, 1989 William J. Richardson, S.J.

PL 650 Russian Cultural Philosophy
This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Offered Fall, 1989

Joseph L. Navichas

PL 660 Thomas Hobbes

An exploration of the relationship between Hobbes' political philosophy and his critque of Aristotle's metaphysics and psychology.

Offered Fall, 1989

Richard Cobb-Stevens

PL 661 Aristotle's Scientific Method

How does Aristotle's logic apply to his own procedures in reasoning about the state, the soul, and the other subjects he discusses? What became of this method in Stocism and Scholasticism and rationalism? How dependent are the Freges, Poppers and Feyerabends of the contemporary philosophy of science on just the same methods and logical functions that the philosopher developed? These and related questions will be examined in light of what Aristotle says in his logical works and what he does in his other works.

Offered Spring, 1990 Thomas J. Blakeley

PL 680 The Phenomenology of Edmund Husserl

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology.

Offered Spring, 1990 Richard Cobb-Stevens

PL 682 Towards an Ontology of Language An analysis of the problem of language focusing on recent European thinkers, including Heidegger and Merleau-Ponty.

Offered Fall, 1989 William J. Richardson, S.J.

PL 693 Merleau-Ponty and the Problem of Self

A study of the major texts of Merleau-Ponty as they relate to the problems of the human self. Offered Spring, 1990 William J. Richardson, S.J.

Physics

Faculty

Professor Robert L. Carovillano, A.B., Rutgers University; Ph.D., Indiana University

Professor Joseph H. Chen, B.S., Saint Procopius College; Ph.D., University of Notre Dame

Professor Baldassare Di Bartolo, Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Associate Professor Robert L. Becker, B.S., Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

Associate Professor George J. Goldsmith, B.S., University of Vermont; M.S., Ph.D., Purdue University

Associate Professor Rein A. Uritam, Chairperson of the Department A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Assistant Professor David A. Broido, B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Assistant Professor Krzysztof Kempa, M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Assistant Professor Francis A. Liuima, S.J., M.S., Boston College; Ph.D., St. Louis University

Research Professor Pradip M. Bakshi, B.S., University of Bombay; A.M., Ph.D., Harvard University

Research Professor Robert H. Eather, B.Sc., (Hons. I), Newcastle University College; Ph.D., D.S.C., University of New South Wales

Research Professor Gabor Kalman, D.Sc., lsrael Institute of Technology

Program Description

The Department of Physics offers alternative courses of study leading to the B.S. or the A.B. degree.

The B.S. program is designed to prepare a student for advanced graduate studies and a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employ-

ment upon graduation or undertaking certain career directions outside of physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects.

The minimum requirements of the B.S. program include ten lecture courses in physics of which eight are numbered above 300. Among these the following are required: PH 303, 401, 402, and 411. In addition, PH 412, PH 420, PH 425, and PH 525 are very strongly recommended. The required laboratory courses are PH 203-204, PH 405-406, and PH 535. In addition, especially for students concentrating in experimental physics, either PH 536 or (with approval) PH 538 is strongly recommended. PH 532, Senior Thesis, is recommended for students planning graduate work in physics. Mathematics through the level of advanced calculus is required; currently the Mathematics Department is offering 4-credit calculus courses (MT 102, 103, 204, 305) and B.S. physics majors are encouraged to enroll in these rather than in the 3-credit course sequence. The final requirement is two approved courses in a science other than physics, normally General Chemistry, CH 109-110, along with the associated laboratory.

The A.B. program is intended for students who desire a comprehensive understanding of physical science, but do not plan to do graduate work in physics. Minimum degree requirements for the A.B. are: eight approved courses in physics of which at least four are numbered above 300; two credits of introductory laboratory; PH 405-406; two courses in calculus; and two courses in science outside of physics.

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon: a) Satisfactory completion of a thesis based on the research project; b) Demonstration through an oral examination of a broad comprehension of physics in general and the special field of the thesis. The examining committee shall be appointed by the Chairperson and consist of a two-member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Advanced undergraduate physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741, described in the Graduate Catalog.

Course Offerings

Courses numbered below 200 are introductory courses directed generally at non-science majors or A.B. physics majors. These courses have no prerequisites and utilize no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the University Science Core requirement. PH 209–210 Introductory Physics I, II (Calculus) or PH 211-212 Introduction to Physics I, II (Calculus) and PH 203–204 Introductory Physics Laboratory 1, II are required of all B.S. biology, chemistry and physics ma-

jors. Courses numbered above 300 are advanced offerings primarily for physics majors.

Introductory Courses (Core)

PH 111-112 Physics for the Curious I, II (F: 3-S: 3)

This course is designed to introduce the non-technically oriented student to physics. The scientific view of the world and the process by which physical laws are discovered are examined with a historical perspective. The impact on society and upon methods of thought and investigation of such great scientific ideas as Galileo's conception of motion and Einstein's theory of relativity are broached. Areas of study include the microcosm of atoms and particles, planetary motion and structure of the solar system, the super macrocosm of stellar media, the modern conception of light, radiation and lasers.

Recommended laboratory (optional): PH 101–102 The Department

PH 115-116 Structure of the Universe I, II (F: 3-S: 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, astronomical concepts.

Gabor Kalman

PH 130 Ideas of 20th Century Physics (S: 3)

A course for nonscience majors who wish to become conversant with some of the leading ideas in contemporary science that have had a major impact on the modern world, presented in a way that a non-mathematically inclined student can understand. Some of the topics covered include the new ideas of space and time in Einstein's relativity, the nonintuitive concepts of causality in quantum physics, applications of these to atomic physics, nuclear weapons and nuclear power, and the highly exciting new discoveries and theories in space, such as pulsars, quasars, and black holes.

The Department

PH 131 Development of Scientific Thought (F: 3)

The objective of this course is to illuminate those concepts and views of the physical world that play so large a part in our lives. Starting with the contributions of the Greeks and bringing it up to the present, the course will outline the role of mathematics, philosophy, astronomy, physics, chemistry, biology and geology in the formation of our present view of the world about us and the view we have of ourselves. The course is open to all students; there are no prerequisites. The emphasis will be on the concepts of the various sciences, not on their techniques.

Rein A. Uritam

PH 136 Space Exploration (F: 3)

This course deals with Space Age discoveries. Satellites have been used to explore wide areas of the solar system and of deep space; the results from space missions and from dramatic developments in ground based observational capabilities provide the basis of the course. Physical concepts are developed in context, with an historical perspective provided from the ideas of the early astronomers and philoso-

phers to the current space findings. Topics include the Sun-Earth system, including solar flares, the solar wind, the magnetosphere and auroras; comparative studies of the other planets; the Moon and planetary satellites; comets; X-ray, gamma ray and radio wave pictures of deep space.

Robert H. Eather

PH 171–172 Energy and the Environment, a Technoscientific Perspective I, II (F: 3–S: 3) A course primarily for nonscience majors in which the cultural, historical and scientific origins of our contemporary technological society are explored; the fundamental principles of energy utilization examined; and the impact of technology on resources and the environment studied. Emphasis is on the people and processes of science-technology, and on the fundamental limitations to the availability of energy as a background to the investigation of problems of population, resources, and pollution.

PH 173-174 Nuclear Power and Nuclear Weapons I, II (F: 3-S: 3)

Three lectures per week.

This course will cover the basic physical principles and technology of nuclear reactors, nuclear power systems, and nuclear weapons. Emphasis will be on equipping each student to find a reasonable position between the poles of purely "pro" and purely "anti"; to acquire a sound understanding of the benefits and costs of nuclear power and nuclear weapons; to sort out the important differences between nuclear armaments policy and nuclear electric power policy; and to have responsible, well-informed, opinions on these critical issues.

There are no science or math prerequisites.

George Goldsmith

PH 183-184 Foundations of Physics I, II (F: 3-S: 3)

An introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world. Recommended Laboratory (optional): PH 101-102.

Massimo Minella

Henry Poras

PH 199 Special Projects (F: S)

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the Chairperson.

The Department

PH 209-210 Introductory Physics I, II (Calculus) (F: 4-S: 4)

Prerequisite: MT 100-101 (may be taken concurrently)

A course primarily intended for those majoring in the physical sciences. The principal areas of physics will be covered at the introductory level with an orientation toward future study of these areas. Primary emphasis will be on classical mechanics and on electricity and magnetism, and also on wave phenomena, thermodynamics, kinetic theory, optics, and topics in modern physics. Four lectures per week. Recommended laboratory (optional): PH 203-204.

Robert L. Carovillano

PH 211-212 Introduction to Physics I, II (Calculus) (F: 4-S: 4)

Prerequisite: MT 100-101 (may be taken concurrently)

First Semester: An introduction to classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation; wave motion acoustics, the kinetic theory of gases and thermodynamics. Second Semester: The fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Four lectures per week. Recommended laboratory (optional): PH 203–204.

Robert L. Becker

Francis A. Liuima, S.J. Stevan Radojev

Laboratory Courses

PH 101-102 Basic Laboratory I, II (F: 1-S: 1)

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. This course carries a laboratory fee.

George Goldsmith

PH 203-204 Introductory Physics Laboratory I, II (F: 1-S: 1)

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212. This course carries a laboratory fee.

George Goldsmith

PH 405-406 Modern Laboratory Techniques I, II (F: 1-S: 1)

Introduction to the methods of contemporary physics research; the use of meters, oscilloscopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction. This course carries a laboratory fee.

George Goldsmith

PH 535-536 Experiments in Physics I, II (F: 3-S: 3)

Experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area, and of the principles and problems of modern experimental physics. This course carries a laboratory fee.

George Goldsmith

PH 538 Projects in Experimental Physics (F, S: 3)

Prerequisite: Permission of Chairperson A major individual research problem in an area such as atomic, nuclear, or solid state physics. Project approval must be obtained prior to the beginning of the semester, normally at the time of pre-registration. This course carries a laboratory fee. The Department 68 Political Science Arts and Sciences

Electives (Primarily for Majors)

PH 303 Introduction to Modern Physics (F: 4)

A transition between introductory and advanced physics courses, for science majors. The basic subject matter includes the two principal physical theories of the twentieth century, relativity and quantum mechanics. The Lorentz transformation, kinematic consequences of relativity; origins of the quantum theory, one-dimensional quantum mechanics. Quantum mechanics of a particle in three dimensions. Applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors. *The Department*

PH 341 Optics

A modern treatment of geometrical and physical optics, with emphasis on contemporary topics including applications. Optical systems, Frauenhofer and Fresnel diffraction, interference, polarization, Fourier transform spectroscopy, holographs, and lasers. Offered 1989–90.

PH 399 Scholar's Project (F: S)

Reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the approval of the chairperson.

The Department

PH 401 Mechanics (S: 4)

Classical mechanics at the intermediate level. Particle dynamics and oscillations in one dimension. Conservative forces. Conservation principles: energy, momentum, angular momentum. Particle dynamics, orbit theory, and stability for central forces; the Kepler problem; Rutherford scattering. Accelerating frames of reference. Rigid body dynamics. Introduction to Lagrange's equations. Robert L. Becker

PH 402 Electricity and Magnetism (F: 4) Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electromagnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation.

Robert L. Becker

PH 411 Atomic and Molecular Physics (F: 4)

A course at the intermediate level: Simple and multi-electron atoms; Schrodinger equation; Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; x-rays; molecular physics.

Robert Carovillano

PH 412 Nuclei and Particles

A course at the intermediate level: Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries. Offered 1989–90.

PH 420 Statistical Mechanics and Thermodynamics (F: 3)

The laws and theorems of thermodynamics. Revisibility and irreversibility. Change of phase. Entropy. Ideal gases and real gases. Maxwell-Boltzmann distribution. Fermi-Dirac statistics, Bose-Einstein statistics. Statistical basis of thermodynamics. Baldassare Di Bartolo

PH 425 Introduction to Solid State Physics (S: 3)

Prerequisite: MT 100-101; one year of physics A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity. Physical characterization of materials. Open to all science majors. Krzysztof Kempa

PH 437 Electric and Electronic Circuit Analysis

Prerequisites: MT 201, PH 210 or 212
This course deals with the responses of electric circuits containing resistance, capacitance, and inductance to periodic and nonperiodic inputs, and an introduction to electronic devices and circuitry. Techniques and concepts include nodal, mesh, and loop analyses; impedance and admittance; transfer functions; complex frequency response analyses, Fourier and Laplace Transform techniques; transistors; operational amplifiers; and digital circuits. Forms a solid foundation for subsequent study of digital electronics, control systems, and communication systems.

Offered 1989–90

PH 480 Introduction to Mathematical Physics (S: 3)

Determinants, matrices and their application to the solution of linear differential equations. Other areas to be studied are: Fourier series, Laplace and Fourier transforms.

The Department

PH 525 Plasma Physics

Prerequisites: PH 402, MT 204 or 201 An introduction to the study of many charged particle classical systems. Motions of single particles. Plasma as a fluid. Interaction of plasma and waves. Properties of the plasma diffusion, resistivity and stability. Introduction to kinetic theory. Problems related to fusion. Offered 1989–90

PH 532 Senior Thesis (S: 3)

A semester-long project in the course of which a student carries out investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. Highly recommended for majors considering graduate study in physics.

Rein A. Uritam

PH 599 Readings and Research in Physics (F, S)

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Credits and requirements by arrangement with the approval of the chairperson.

The Department

PH 610 Coherent Optics and Lasers (S: 3) A course at the advanced undergraduate and graduate level; Huygens principle, Fourier transforms, array theorem; image formation and impulse response, resolution, the transfer function, diffraction and interference with partially coherent light, image formation with coherent light, coherent optical data processing, holography, various types of lasers and their applications.

Baldassare Di Bartolo

Other courses in the Department's repertory, offered on a nonperiodic basis include:

PH 430 Physical Electronics PH 432 High Energy Physics PH 440 Applied Fluid Mechanics PH 542 Solar Cell Physics

Information on these courses and their availability may be received from the Chairperson.

Political Science

Faculty

Professor Robert K. Faulkner, Chairperson of the Department A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Professor David Lowenthal, A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Professor Marvin C. Rintala, A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Professor Kay L. Schlozman, A.B., Wellesley College; A.M., Ph.D., University of Chicago

Professor Robert Scigliano, A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Professor Peter S.H. Tang, A.B., National Chengchih University; A.M., Ph.D., Columbia University

Associate Professor Gary P. Brazier, B.S., Southern Illinois University; Ph.D., University of Minnesota

Associate Professor Christopher J. Bruell, A.B., Cornell University; A.M., Ph.D., University of Chicago

Associate Professor Donald S. Carlisle, A.B., Brown University; Ph.D., Harvard University

Associate Professor David A. Deese, B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Associate Professor Donald L. Hafner, A.B., Kalamazoo College; Ph.D., University of Chicago

Associate Professor Dennis Hale, A.B., Oberlin College; Ph.D., City University

Associate Professor Marc K. Landy, A.B., Oberlin College; Ph.D., Harvard University

Associate Professor David R. Manwaring, A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Associate Professor Susan M. Shell, B.A., Cornell University; Ph.D., Harvard University

Associate Professor John T. Tierney, A.B., Johns Hopkins University; Ph.D., Harvard University

Assistant Professor Eliza J. Willis, B.S.F.S, Georgetown University; Ph.D., University of Texas at Austin

Program Description

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: Majors are normally to take Fundamentals of Politics (2 semesters) as the first course. At least 8 electives are to be taken, including one from each area: American Government, Comparative Government, Political Theory and International Politics.

Departmental Honors

The Department of Political Science sponsors an honors program for a small number of junior and senior majors. Admission to the honors program is by invitation of the Department on the basis of GPA in the major and overall.

Students in the honors program are also expected to take a total of two honors seminars during their junior and senior years. These courses, considered electives in the major, do not exempt students from the requirement of taking one course in each of four fields. Honors seminars receive a special designation on the transcript.

To graduate with one of the two highest levels of departmental honors, students must complete twelve courses within the Department, including two honors seminars, and must either write an honors thesis or take a written comprehensive examination. The level of departmental honors depends upon the quality of work in the thesis or comprehensive, the honors seminars, and courses in general. Students who opt not to write the thesis or take the comprehensive, but who have taken twelve courses and demonstrated excellence in the major and in the two honors seminars, are eligible for the lowest level of departmental honors.

Course Offerings

Core Courses: Introductory

For freshmen and sophomores; juniors and seniors by department permission only. Note: These are the *only* departmental courses open to freshmen.

PO 024 Politics and Government in America (S: 3)

This course will serve as an introduction to American national political structures and processes. Topics covered include political parties, pressure groups, Congress, the Presidency, the bureaucracy and the Supreme Court. Attention will be given to contemporary political developments as they illustrate typical patterns of American politics. Note: Not open to students who have taken PO 061. Counts toward Core requirement. For non-majors.

Marie Natoli

PO 041-042 Fundamentals of Politics (F: 3-S: 3)

Introduction to governments, political ideas and theories, and the study of politics. For majors only. Counts toward *Core requirement*.

Kathleen Bailey Christopher Bruell Dennis Hale Marc Landy John Tierney Eliza Willis

PO 061 American Politics: The Organization of Power (F: 3)

PO 061 and 062 are designed as a year-long sequence providing a complete and integrated introduction to the workings of American politics; however, either semester course may be taken separately if desired. PO 061 examines how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pros and cons of both process and results. PO 061 is not

open to students who have taken PO 024. Counts towards *Core requirement*.

David R. Manwaring

PO 062 American Politics: Major Issues of Public Policy (S: 3)

A survey of public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services). Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. Counts towards *Core requirement*.

Gary P. Brazier

PO 071 Political Classics (F: 3)

A one-semester introduction to the study of political matters through the careful analysis and discussion of several outstanding writings, ancient and modern. Special emphasis is given to the problem of determining the nature, aim and forms of political community. Readings will be drawn from Plato, Shakespeare, Machiavelli, Bacon, Locke, Lincoln, Marx, Churchill, Orwell. The class will divide into small discussion sections on Fridays. Counts towards *Core requirement. For non-majors*.

David Lowenthal

PO 080 (HS 272) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented. Open to freshmen and sophomores. Juniors and seniors by permission only. Counts toward Social Science Core requirement. (May receive Political Science or History credit: for History credit, History Core is prerequisite, but may be taken simultaneously.)

Donald S. Carlisle Raymond T. McNally

Special Undergraduate Courses

PO 281 or 282 Individual Research in Political Science (F, S: 3)

One semester of rese rch under the supervision of a member of the Department, culminating in a long paper or some equivalent. Permission of instructor required.

The Department

PO 291, 292 Honors Thesis in Political Science (F, S: 3, 3) The Department

PO 293 Honors Comprehensive (F, S: 3)

The Department

Undergraduate Electives

Prerequisite: Sophomore standing or higher. Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to 20 students. Prerequisite: Junior standing or higher.

American Politics

PO 301 Massachusetts Politics (S: 3)

This course will examine the major institutional actors in Massachusetts state and local government, their power, sources of authority, and how they use it. Case studies in public policy making will be used to analyze how the actors behave in real world situations.

Andrew S. Natsios

PO 302 American National Government (S: 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. Open to students seeking an introduction to American government and politics who have not taken PO 024 or PO 061 or advanced courses in general American politics. Counts toward Core requirement.

Robert Scigliano

PO 303 The Modern Presidency (F: 3)

An investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader. Note: Not open to students who have taken PO 317.

Marc Landy

PO 305 State and Local Government

Analysis of state constitutions, legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Not offered 1988–89

Gary P. Brazier

PO 306 American Parties and Elections (F: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders.

Kay L. Schlozman

PO 308 Public Administration (S: 3)

This course will be devoted to an examination of the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. Among the topics covered are: theories of organization and administration; leadership; communication; budgeting; administrative law; personnel practices; public unionism. Among the major themes of this course are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

Dennis Hale

PO 309 Congressional Politics and Policymaking (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include: the historical evolution of the Congress and its principal institutional changes; the political environment in which Members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of or-

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ganized interests). The course also examines the institutional structures and behavioral patterns that shape the legislative process: the leadership and the parties; the organization and operation of congressional committees; floor procedures and norms; the growth and professionalization of congressional staff; and the budgetary process. Finally, the course examines different perspectives on congressional policymaking.

John Tierney

PO 310 Politics and the Administration of Justice (S: 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights.

David R. Manwaring

PO 311 Urban Politics (F: 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

Dennis Hale

PO 312 Women in Politics (S: 3)

This course will examine various aspects of women's experiences in political, economic and social life in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the woman's movement both as it emerged during the 19th century and as it is developing today.

Ray L. Schlozman

PO 316 Topics in American Politics: The President, Congress and the War Power

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Not offered 1988–89 Robert Scigliano

PO 317 American Presidency

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Not open to students who have taken PO 303. Not offered 1988–89

Robert Scigliano

PO 319 National Security Policy (F: 3)
An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied,

with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights. *David R. Manwaring*

PO 325 Intergovernmental Relations (F: 3) An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Gary P. Brazier

PO 327 Politics and Policies in Metropolitan Areas

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Not offered 1988–89

Gary P. Brazier

PO 329 American Political Ideas and Institutions (F: 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Robert Scigliano

PO 330 The Politics of Health Care Policy

This course considers how and why health policy issues become political issues and how federal health care policy has developed programmatically over the past 35 years, focusing on: biomedical research, Medicare and Medicaid, health maintenance organizations, health planning and regulation, and hospital cost containment. In our examination of each program area, we shall concern ourselves principally with the politics of congressional action, but shall also examine the role of interest groups, presidents, and executive agencies in shaping these policies.

Not offered 1988–89 John Tierney

PO 332 The "Great Rights": The First Amendment and American Democracy

Intensive consideration of two distinctly American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also be devoted to political and social impact of these principles and recent political controversies which they have fostered.

Not offered 1988-89 David R. Manwaring

PO 334 Politics of Environment

This course is organized into two units: the first devoted to natural resource questions; the second to pollution. In each case we begin by looking at alternative definitions of the problem at hand. Then we look at how the federal government is organized to treat the problems. Finally we examine the major policy issues at stake.

Not offered 1988-89

Marc Landy

PO 336 Pressure Groups: Organized Interests and American Democracy

This course will examine the nature and activities of the thousands of private organizationscorporations, trade associations, unions, professional associations, environmental and consumer groups, civil rights groups, and others—that are involved in Washington politics. Among the topics discussed will be the kinds of interests represented by organizations in the capital, the resources they mobilize for political action, the relations between the rank and file and the leaders of organizations, the techniques used to influence policy outcomes, the changing nature of pressure politics in Washington (including PACs and direct mail fundraising) and the impact of pressure politics on the way we are governed. Extensive use will be made of actual case material including the politics of Medicare, cigarette advertising, and women's rights.

Not offered 1988–89 Kay L. Schlozman

PO 337 Judicial Process (F: 3)

A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system.

Robert Scigliano

PO 340 Public Policy (S: 3)

This course will examine public policymaking in America from both an analytic and developmental perspective. It will look at each of the great waves of policymaking which have occurred in this century and determine the relationship which each has had to contemporary problems and politics.

Marc Landy

PO 341 20th Century American Political Thought (S: 3)

This course will begin with a brief look at the Founding period in American politics, through the writing of John Adams, Alexander Hamilton, and James Madison. From there we will skip to the late 19th century and read, among others, Henry Adams, Edward Bellamy, Henry George, Josiah Royce, Theodore Roosevelt, Woodrow Wilson, Herbert Croly, John Dewey, and Franklin Roosevelt. The course will conclude by considering a selection of more recent authors writing about contemporary political controversies from a philosophical perspective. (This group will change each year; last year it was Robert Bellah and Walker Percy.)

Dennis Hale

PO 343 Politics and Inequality

This course will consider the nature of political and social inequality and its relation to politics. Various bases of inequality—race, sex, class, age, caste—will be discussed. The course will also examine political demands for equality and the ways in which modern governments intervene in society to promote equality. Although illustrative materials will be drawn mainly from American politics, other nations—traditional and modern—will be discussed as well.

Not offered 1988–89 Kay L. Schlozman

PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law

precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, David R. Manwaring

PO 348 Representation/Citizenship

These two topics of American politics will be the subjects of intensive examination, with about half the term being given to each. In the study of representation we will be interested in elective democracy and participatory (direct) democracy and in nonelective forms of representation such as bureaucratic and judicial representation. The study of citizenship will be concerned with the meaning of citizenship, how citizenship is gained and lost and the differences between citizens and aliens. Not offered 1988-89 Robert Scigliano

PO 349 Politics and the Media (F: 3)

An analysis of the mass media's impact on the workings of the American political system. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, its effect upon recent events in the political arena, e.g., its treatment of terrorism, Marie Natoli violence, riots, etc.

PO 355-356 Internship Seminar: Policy and Administration in State and Local Government (F, S: 6)

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities.

Admission to this course is by application only. Juniors and seniors are selected on a competitive basis, based on their fitness for assignment to public offices. Gary P. Brazier

PO 357 Seminar: The Bargaining Society: Ethical Dilemmas of Deals, Disputes, and Litigation (S: 3)

This course looks beyond the flashy side of bargaining to the unresolved ethical dilemmas. To what extent must we tolerate deception, driving hard bargains, and other deviations, in the name of effective negotiation?

Eleanor Holmes Norton

PO 362 Seminar: Political Economy and Public Policy (F: 3)

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives.

PO 364 Seminar: The New Deal and the Transformation of American Politics

This seminar examines the New Deal in terms of American political development. It includes an intensive examination of the specific political developments and the role of FDR's political leadership in shaping those developments. Not offered 1988-89 Marc Landy

PO 366 Seminar: Problems in Congressional **Policymaking**

This seminar offers an intensive examination of the nature of policymaking in the contemporary Congress. Special attention will be paid to the ways in which recent changes in the institutional structure and political environment of Congress have affected the legislature's ability to enact effective policies. We shall consider the extent to which changes such as the decentralization of power in Congress have rendered it less capable of responding to broad national needs and less able to enact coherent or comprehensive legislation. We shall focus on the reasons for congressional hypersensitivity to outside pressures and on the consequences of the new entrepreneurial style of congressional policymaking. John Tierney

Not offered 1988-89

PO 368 Seminar: Legislative Executive Policymaking

This seminar focuses on the policymaking structures and processes of Congress and the executive institutions (agencies as well as the president). Our concern is to understand the distinctive contributions each institution has to make in the various stages of public policymaking, from the initial identification of problems to the implementation and evaluation of policies. We shall examine how the roles of each institution are shaped by internal characteristics and by constitutional and political factors. We shall also pay attention to the ways in which the roles and capacities of each institution differ from one policy area to another. Not offered 1988-89 John Tierney

PO 376 Seminar: Current Constitutional **Issues**

An examination of major controversies regarding the constitutional role of American courts. Tentative topics include judicial activism/creativeness vs. "original intent" interpretivism; jurisdiction, congestion and the problem of access; the Reagan/Burger "counterrevolution" in civil liberties; the rebirth as issues of states rights and economic liberty.

Not offered 1988-89 David R. Manwaring

PO 379 Seminar: Current Constitutional Issues II (F: 3)

Topics for 1988 include Rehnquist-led changes in defendants' rights, church-state relations, and separation of powers; the Reagan judicial David R. Manwaring appointments.

Comparative Politics

PO 403 The Making of Modern India (F:

This course will review the confrontation between India's indigenous traditions and European and Islamic influences from the West, and examine the way in which India's contemporary political and social institutions have coped with key problems in modern world history and politics-economic development, ethnic and religious diversity, the struggle for political independence, and nation-building.

Kishore Mandhyan

PO 405-406 Politics in Western Europe (F:

A comparative analysis of political thought, action, and organization in Britain and France (PO 405) and in Germany, Sweden, and Switzerland (PO 406). Serves as an introduction to the study of comparative politics. Counts toward Core requirement. Marvin Rintala

PO 407 The Government and Politics of East Central Europe

This course analyzes the political development as well as domestic and foreign policies of eight Communist-controlled countries of East Central Europe, namely, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Emphasis is placed on the Communist seizure of power, processes of Sovietization, and the relations among the Communist bloc countries and with noncommunist countries. Special attention is paid to the character of the Party and state, quality and standing of the leadership, formulation and evolution of political, military, economic, social and cultural policies. Not offered 1988-89 Peter S. H. Tang

PO 409 The Soviet Political System (F: 3) This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern in-

PO 410 Government and Politics of China (F:3)

dustrial polity.

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution. Peter S. H. Tang

PO 411 Communism and Fascism (S: 3) A comparative study of Communist, Fascist and National-Socialist ideologies, political movements and systems of rule. Special attention is paid to policy goals of the respective parties and states and the means by which these goals are pursued. Case studies include the Soviet Union, Fascist Italy, Nazi Germany, Franco's Spain, and Salazar's-Caetano's Portugal. In the latter two cases the breakdown of local dictatorial regimes is closely examined. Scholarly theories of totalitarianism and authoritarianism are explored.

Aleksandras Shtromas

Donald S. Carlisle

PO 412 Comparative Urban Politics (S: 3) A comparison of selected American and non-American cities with respect to their traditions, politics and problems. Gary P. Brazier

PO 413 The Political Economy of Developing Countries (S: 3)

This course concerns the strategies developing countries adopt to promote economic growth, and the impact these choices have on equality, liberty and basic needs. We will look at the way political conditions influence the choice of alternative strategies for economic development, and how economic choices in turn influence the course of political life. After discussing basic approaches to the study of economic and political development, we will turn our attention to comparing recent experiences in Brazil, China, and Taiwan. In addition, each student will choose a fourth country for individual Eliza Willis research.

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PO 422 Crisis Politics: Violence, Revolution and War

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and "total war" in the twentieth century. Attention will also be given to the Vietnam episode and to events in America. Intensive Core course; not open to freshmen.

Not offered 1988-89

Donald S. Carlisle

PO 423 From Empires to Nations

Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. Modern continental empires such as the Austro-Hungarian and Russian will be dealt with, as well as the British and French overseas imperial experiences. Contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

Not offered 1988–89

Donald S. Carlisle

PO 428 State and Society in Latin America This course explores the sources of political instability and change in Latin America. Why have some states proven so strong while others have appeared so weak? What kind of relationship exists between government and the wider society? In answering these questions, we will examine the roles of both elites (party politicians, officer corps, business leaders, Church hierarchy) and masses (peasants, industrial workers, squatters). We will also consider the impact of foreign intervention, revolutionary movements, and military dictatorship on stability and growth in the region.

Not offered 1988–89

Eliza Willis

PO 436 African Politics

The modern African state is examined in relationship to its precolonial traditional roots, European imperialism and the articulation of a structure of colonial rule, the development of political parties, the legacy of bureaucratic power, class and ethnic conflict, the pursuit of economic development, the growth of military government, the alternative of personalist rule, the possibility of revolution and the persistent challenge of external actors. The focus of this course is on the problem of state building in a context of cultural, social, economic, and political change.

Not offered 1988-89

The Department

PO 439 Leadership in Europe

This course centers on the questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe and partly from the careers of some European leaders, including: Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany.

Not offered 1988–89

Marvin Rintala

PO 440 The National Character of Politics (S: 3)

This course uses the concept of national character to understand European politics. It addresses such questions as: How has this con-

cept been used and abused in the past? What is national character? Is this concept identical to the concept of political culture? Of what use in selected European cases is either concept? Case studies include the national character of politics in Britain, France, Germany, Italy, and Spain. The final question addressed by this course is: How useful are national character studies of politics outside Europe?

Marvin Rintala

PO 441 Social Forces in Western European Politics

Evaluation of the relative political significance of language, social class, generational and religious similarities and differences in Western Europe.

Not offered 1988-89

Marvin Rintala

PO 442 The Political Institutions of Western Europe (F: 3)

A comparison of the functions and forms of suffrage, electoral systems (single-member districts or proportional representation), parties and party systems, legislatures, executives, types of states (parliamentary or presidential, republican or monarchical) in Western Europe. The final institution considered will be the state.

Marvin Rintala

PO 452 Seminar: Topics in Latin American Politics (S: 3)

The topics covered in this seminar vary from year to year. During the 1988–89 academic year we will discuss the current crisis in Central America. What are the origins, both national and international, of conflicts in the region? What roles are played by key actors, domestic (the military, economic elites, and guerrilla groups) and foreign (U.S. Congress, U.S. President, Cuba and the Soviet Union)? Is U.S. intervention justified? If so, in service of what ideals or interests? The seminar will examine the prospects for the peaceful resolution of the crisis.

Eliza Willis

PO 454 Honors Seminar: U.S.-Latin American Relations (F: 3)

The seminar discusses major issues in U.S.– Latin American relations. What are the origins, both national and international, of conflicts in the region? What roles are played by key actors, domestic (the military, economic elites, and guerrilla groups) and foreign (U.S. President, U.S. Congress, Cuba and the Soviet Union)? Is U.S. intervention justified? If so, in service of what ideals or interests? The second half of the course addresses the problem of foreign indebtedness: its origins, its dangers for democracy, the economic and political implications of different adjustment strategies, whether there are any solutions mutually acceptable to creditor and debtor nations. For honor students only. Eliza Willis

PO 455 Comparative Revolution (S: 3) This course explores revolution in historical and theoretical perspectives. The case studies in history include the events of 1642–1689 in England, 1789–1875 in France, 1917–1936 in Russia, 1911–1949 in China, 1918–1935 in Germany and 1931–1976 in Spai. Readings are drawn from both classic works and modern authors. Aleksandras Shtromas

PO 461 Seminar: Power and Personality (F: 3)

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercis-

ing, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

Marvin Rintala

PO 462 Seminar: Parties and Party Systems
Parties are often seen as the most powerful institutions in modern political systems. This
seminar addresses four related questions:
What is a party? What kinds of party are
there? What is a party system? What kinds of
party systems are there? Class discussion will
focus first on the major scholarly answers to
these questions, and then on individual student
research projects. The empirical data will come

from modern, especially European, political

systems. Not offered 1988–89

Marvin Rintala

International Politics

PO 501 International Politics (F: 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

Donald L. Hafner

PO 503 Chinese Foreign Policy (S: 3)
A study of the basic principles and agencies

for the formulation and execution of Chinese foreign policy. Particular attention is given to Chinese views and behavior toward the United States, the USSR, other developed countries, Communist-controlled states and developing nations. Impact on the United Nations, as well as international peace and security, will be examined.

Peter S. H. Tang

PO 504 International Politics of Europe: World War II to the Present

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division. Not offered 1988–89

Donald L. Hafner

PO 506 Soviet Foreign Policy

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding noncommunist underdeveloped countries; (3) policy toward other communist states and nonruling communist parties. Topics such as the Comintern, Socialism in One Country, the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered. Not offered 1988–89

Donald S. Carlisle

PO 507 International Communist Movement (S: 3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

Peter S. H. Tang

PO 508 Eastern Europe in Communist and World Politics (S: 3)

The core of this course consists of the study of political developments in Czechoslovakia, Poland, Lithuania, Latvia, Estonia, Finland and Rumania since 1939; Bulgaria, Yugoslavia, Albania and Greece since 1943; and East Germany since 1945. The political fate of these countries after World War II, together with preceding developments, is examined in both the domestic and international contexts. The course also concentrates on the systems of government and domestic and foreign policies of the East European communist states. Special attention is paid here to the relationship of these states with the USSR, and to their increasingly significant relations with China, Western Europe and the USA. Current changes in communist Eastern Europe's domestic and international situation are examined, together with their regional and global implications. Aleksandras Shtromas

PO 509 International Organization

The study of international organization is the study of international cooperation. Multilateral relations amongst states have been structured with the assistance of international institutions. World order was a new idea in the nineteenth century when diplomacy was carried out largely through bilateral means. Today the call for greater international cooperation must be examined in the light of a century and a half of international institutional development. In this course a variety of perspectives will be examined-from the view that international organizations are captives of their member states to the notion that they are the basis for a future world government. Not offered 1988–89 The Department

PO 512 Sino-Soviet Relations (F: 3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world. Peter S. H. Tang

PO 516 American Foreign Policy

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

Not offered 1988-89 Donald L. Hafner

PO 525 Introduction to International Political Economy (F: 3)

Reviews the three contending classical approaches to the study of international political economy: liberalism, Marxism and mercantilism. Focuses on international trade, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination of the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets. David A. Deese

PO 526 International and Comparative Political Economy II (S: 3)

Offers students with prior coursework in international politics or political economy the opportunity to explore broad theoretical questions in international political economy. Applies emerging theory and modern history to the questions of America's international position in the late twentieth century. Explores possible patterns in the rise and decline of empires and preeminent nations; lessons from periods of British preponderance; extent of current U.S. decline and implications for peaceful change and war in the international system. Not open to those who have taken PO 538.

David A. Deese

PO 527 Comparative Foreign Policy of Developed and Developing Nations (F: 3)

This course analyzes the general processes and patterns of foreign policymaking and applies these to several country cases, including the special constraints and problems confronting small states. Emphasizes a variety of domestic and international political actors, as well as traditional foreign policymaking bureaucracies. Focuses on three major substantive units: energy and security (demonstrating the frequent inseparability of political economy and national security issues); foreign security policy; and foreign economic policy. Not open to those who have taken PO 434. David A. Deese

PO 536 North-South Relations

This course examines the role of the Third World in the international system. Topics include new trade regimes, the debt crisis, technology transfer, development assistance, labor migration, refugees, nuclear and conventional arms diffusion, guerrilla war, and civil intervention. Theories of imperialism, fundamental system change, and balance of power politics will be considered.

Not offered 1988-89 The Department

PO 556 Seminar: On War (S: 3)

A course on the causes, nature, and outcomes of international crises and war. Surveys classic and modern works, including the evolution of conflict in the nuclear age. Analyzes nations' approaches to formulating grand strategy. Focuses on causes of war at the individual, national and international levels. Reviews the role of arms control in grand strategy and in reducing the probability of conventional and nu-David A. Deese clear war.

PO 558 Seminar: The State and the **International System**

This seminar examines the impact of the nation/state upon international politics, and of diverse international systems upon the state. It considers European absolutism, democracy and socialism, personalism in the Third World, war, imperialism, revolution, international cooperation, nationalism and economic dependence and interdependence. The perspectives and theoretical traditions of both comparative and international politics will be addressed. Not offered 1988-89 The Department

PO 561 Seminar: Theory in International

An advanced seminar which explores the limits and possibilities of theory and analytical methods in international politics. Surveys the process of research and progress in political science. Reviews history of international studies. Focuses on theories about international systems and interaction among states, international regimes, and multinational corporations, and on theories about states and leaders. Reviews promising avenues of research and theory building. David A. Deese

Political Theory

PO 601 Introduction to History of Political Philosophy (F: 3)

Readings will include works of Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Nietzsche. Susan Shell

PO 604 Problems of Liberal Society

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of

Not offered 1988-89

David Lowenthal

PO 606 Foundations of Modern Political Philosophy (S: 3)

An introductory consideration of a few seminal works that have shaped subsequent theories and, to some extent, modern civilization. In 1988-89 the readings will focus on works by Thomas Hobbes, with some attention to Edmund Burke and J. S. Mill. Graduate section Robert K. Faulkner may be offered.

PO 609 American Political Thought (F: 3) A study of the fundamentals of American politics, as revealed in the speeches and writings of statesmen and commentators. In 1988-89 the course will focus on the disputes involved in the Civil War, as set forth by Calhoun, Douglass, Lincoln and others, and recent disputes over civil rights for minorities. A graduate section may be offered. Robert K. Faulkner

PO 612 Political Philosophy of Plato

A study of Plato's view of the best form of government-what are its chief features; how would such a society differ from ours; what can we learn from Plato's treatment about the effect of politics on our lives?

Reading: Plato's Republic Not offered 1988-89

Christopher J. Bruell

PO 613 Marx

A close examination of Marx's works with a view to uncovering his meaning for the 20th century.

Not offered 1988-89

Susan Shell

PO 615 Socrates and Athens

A reading of some of the first-hand accounts of Socrates' activity as the first political philosopher. What questions were of concern to him, and how did his examination of those questions bring him into conflict with Athens and set him on the course that led to his trial and execution? Readings drawn from the dialogues of Plato, the Socratic works of Xenophon, and (occasionally) the plays of Aristophanes. No previous background in political theory is required.

Not offered 1988–89

Christopher J. Bruell

PO 616 Modern Political Theory (F: 3)

An examination of some major works of political philosophy from the period of Rousseau to the present, concentrating on the emerging critique, from both the right and the left, of modern liberal democracy. Readings will be drawn from the works of Rousseau, Kant, Comte, Marx and Nietzsche. Susan Shell

PO 619 Fundamentals of Classical Political Philosophy (F: 3)

This is a course designed to introduce students to classical political philosophy, the approach to the understanding of politics developed by Socrates, Plato, and Aristotle. The text for 1988 will be Aristotle's *Ethics*, the first part of Aristotle's two-part treatment of politics. We may also look at selections from the second part, the *Politics*. *Christopher J. Bruell*

PO 621 Topics in Classical Political Philosophy

Readings will be chosen for their relation to one or more central themes, for example: modern criticisms of classical political philosophy (Machiavelli); war and peace (Thucydides); education and political leadership (Xenophon, Aristophanes, Plato); politics and literature (Homer, Euripides, Aristophanes). No previous background in political theory is required.

Not offered 1988–89 Christopher J. Bruell

PO 623 Politics and Education

Selections from Plato's *Republic*, Locke's *Thoughts on Education*, and Rousseau's *Emille*. This course will have a graduate section. Not offered 1988–89

David Lowenthal

PO 624 Political Thought of Abraham Lincoln

A study of selected speeches. Not offered 1988–89 David Lowenthal

PO 626 Shakespeare's Politics

Macbeth, King Lear, Merchant of Venice, A Midsummer Night's Dream. This course will also have a graduate section.

Not offered 1988–89 David Lowenthal

PO 627 Shakespeare's Political Wisdom I (F: 3)

Four of Shakespeare's best-known plays studied to discover his understanding of political life.

David Lowenthal

PO 628 Shakespeare's Political Wisdom II (S: 3)

Four other Shakespearian plays studied with care. This course can be taken independently of PO 627.

David Lowenthal

PO 631 Ethics and Politics

To what extent can or should moral considerations govern political calculations? This is a perennial question, most visible just now in disputes between hard-headed realists, who calculate as to balances of power and national interest, and concerned idealists, devoted to human rights, arms control, and peace. Readings will be drawn from contemporary disputes, and from writings of Machiavelli, Bacon, Nietzsche, and others.

Not offered 1988–89 Robert K. Faulkner

PO 632 The Philosophy of American Democracy (S: 3)

The nature and limits of American democracy as seen through John Locke's Letter on Toleration, The Federalist Papers, Tocqueville's Democracy in America and the speeches of Abraham Lincoln.

David Lowenthal

PO 634 Contemporary Political Theory

A consideration of 20th Century political theory with special attention to Nietzsche and his legacy.

Not offered 1988–89

Susan Shell

PO 638 Political Idealism

This course will examine the meaning of idealism in modern politics. Readings will include topical selections and works by such authors as Kant, Thoreau and Weber.

Not offered 1988–89 Susan Shell

PO 652 Honors Seminar: Utopias and Their Critics (S: 3)

An examination of several visionary political projects. Readings will include More's *Utopia*, Bacon's *New Atlantis*, Swift's *Gulliver's Travels*, a few of Marx's writings, and an account of small socialist projects such as the Oneida Community. For honors students only.

Robert K. Faulkner

PO 654 Seminar: The Political Philosophy of Hegel

Undergraduate seminar. A close reading of Hegel's *Philosophy of Right* with special attention to such topics as community, war and peace, and the nature and limits of justice. Some background in political theory or philosophy is recommended.

Not offered 1988–89 Susan Shell

PO 660 The Thought of Mao Tse-Tung (S: 3)

A seminar analyzing Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations as well as its application at home and influence abroad.

Peter S. H. Tang

PO 665 Seminar: Spinoza's Political and Religious Liberalism (S: 3)

The course will concentrate on Spinoza's *Theologico-Political Treatise*, one of the key books of early modern liberalism and the one that defined the terms in which the problem of faith and reason would henceforth be posed by most theologians and philosophers. Spinoza's short *Political Treatise* and selections from his *Ethics* will also be read. Special stress will be laid on Spinoza's justification of liberalism, both political and religious, his analysis of miracles, his novel method of biblical interpretation, and his peculiarly modern understanding of natural right.

Christopher J. Bruell

PO 666 Seminar: Politics, Art and Literature: The Russian Experience

Central attention in this seminar is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoyevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn. (Not open to those who have taken PO 416.)

Not offered 1988–89 Donald S. Carlisle

Program for Women in Politics and Government

PO 371-372 Women in Political and Governmental Careers (F: 6-S: 6)

This is a one-year, part-time, certificate program that combines academic and practical

training. It aims to encourage and educate women in the intricacies and realities of the political world and to provide them with skills useful for appointive or elective office or other employment in local, state or national government. The program includes course work and research, and internship in the public sector, and special seminars on topics ranging from communications skills to public management. While not a degree program or part of the department's regular offerings, and thus not for matriculating undergraduates, the program does grant twelve undergraduate or graduate credits. For information, contact its director, Betty Taymor, or its associate director, Elizabeth Sherman. Betty Taymor

Psychology

Faculty

Professor Ali Banuazizi, B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Professor Randolph Easton,

Chairperson of the Department B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Professor Marc A. Fried, Director of Psycho-Social Studies

B.S. City College of New York; Ph.D., Harvard University

Professor Murray Horwitz, B.S.S., College of the City of New York; Ph.D. University of Michigan

Professor Michael Numan, B.S., Brooklyn College; Ph.D., University of Chicago

Professor William Ryan, A.B., Ph.D., Boston University

Associate Professor Daniel J. Baer, A.B., LaSalle College; A.M., Ph.D., Fordham University

Associate Professor Norman H. Berkowitz, A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Associate Professor Donnah Canavan, A.B., Emmanuel College; Ph.D., Columbia University

Associate Professor Peter Gray, A.B., Columbia University; Ph.D., Rockefeller University

Associate Professor Marianne LaFrance, A.B., University of Windsor; A.M., Ph.D., Boston University

Associate Professor G. Ramsay Liem, A.B., Haverford Colleg; Ph.D., University of Rochester

Associate Professor Michael Moore, A.B., A.M., Ph.D., Harvard University

Associate Professor Michael Saks, B.S., Pennsylvania State University; A.M., Ph.D., Ohio State University

Associate Professor M. Jeanne Sholl, B.S., Bucknell University, M.S., Idaho State Univ., A.M., Ph.D., Johns Hopkins University

Associate Professor Joseph J. Tecce, A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

Associate Professor Ellen Winner, A.B., Radcliffe College; Ph.D., Harvard University

Assistant Professor Hiram J. Brownell, A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Assistant Professor Karen Schneider-Rosen, B.A., Brandeis University; Ph.D., Harvard University

Program Description

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

The Psychology Department urges its majors to seek Psychology faculty advisement prior to each University Registration period and Psychology faculty provide expanded office hours

for this purpose.

Students majoring in Psychology must meet the following requirements:

- 1. Introduction to Psychology, taken as soon as possible after entering the major. These courses—Introductory Psychology I (PS 073) and Introductory Psychology II (PS 074)—may be taken in either order.
- 2. Statistics (PS 190) in their second or third year.
- 3. One of the various research practica in either their third or fourth year. (See 300 level courses, below.) Each research practicum course satisfies the Departmental research methods requirement. Under the supervision of the faculty member, students will be expected to complete a research study or a more limited series of research exercises. Through such activities, students will participate in hypothesis development and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Course requirements include writing a research proposal and a final research report. In addition, all students will either participate in or attend a Psychology Department Research Conference at the end of each semester. Although the practicum courses all share these learning objectives, the substantive theoretical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason, different prerequisites are specified for each. Classes will be limited to twenty.
- 4. At least one elective from the following: Learning Theories (PS 144), Perception (PS 143), Physiological Psychology (PS 150), Cognitive Psychology (PS 147), Evolution of Behavior (PS 270), or Sensory Psychology (PS 140).
- 5. At least one elective from the following group: Personality Theories (PS 101), Social Psychology (PS 131), Cross-cultural Psychology (PS 145), Developmental Psychology (PS 136), or Abnormal Psychology (PS 139).
- 6. Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for nonmajors (those with num-

bers below 070) are *not* to be included among the eight counted toward a major.

7. In addition, Psychology majors must take two departmentally approved courses in mathematics (MT 004–005, MT 014–015, MT 100–101, or any MT course above MT 100–101) and two courses with laboratories in either Biology (BI 110–112, BI 200–202, BI 130–132), Chemistry (CH 131–132, CH 109–110) or Physics (PH 111, 112, 183, 184; with lab 101, 102).

To majors who wish to focus their Psychology curriculum on one of the following areas, the following concentrations are available:

Psychology/Management

Psychology faculty advisor: Dr. Norman Berkowitz

Psychobiology

Psychology advisors: Drs. Peter Gray and Michael Numan

Speech Science

Psychology advisor: Dr. Randolph Easton

A minor in Cognitive Science is also available. See the section on Minors in the College of Arts and Sciences section of this bulletin.

In addition, students have the opportunity to undertake a five-year, joint Psychology/ Social Work Master's degree program. Psychology faculty advisor: Dr. Michael Moore.

Senior Thesis

The Department offers majors the opportunity to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor. Those who are interested in writing a thesis are encouraged to participate in Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. Seniors who are engaged in writing a thesis may enroll in PS 500, 'Senior Thesis," in either or both semesters. Students whose theses are judged to be of exceptional merit will have "Senior thesis passed with honors" noted on their University transcripts. The Senior Thesis does not fulfill the majors' research methods practicum requirement, and students who plan to write a thesis are advised to complete their practicum before their senior year.

Interested students may obtain basic informational material from the Psychology main office, McGuinn 300–301.

Psychology Course Numbering

000–009 Courses for nonmajors which **DO**NOT satisfy the University Social
Science Core requirement and
DO NOT provide credit toward
completion of the Psychology major.

010–069 Courses primarily for nonmajors which satisfy the University Social Science Core requirement but **DO NOT** provide credit toward completion of the Psychology major.

070–599 Courses primarily for undergraduate Psychology majors. These courses **DO NOT** satisfy the University Social Science Core requirement for nonmajors.

600–699 Courses open to advanced undergraduate and graduate students.
700 and Graduate level courses.
above

Regarding the University Social Science Core Requirement:

Nonmajors may fulfill the University Social Science Core requirement with any Psychology course with a number between 010 and 069. These are the **only** Psychology courses which fulfill the nonmajor Core requirement.

Psychology majors fulfill the University Social Science Core requirement by virtue of their completion of the Psychology major.

Course Offerings

PS 005 Application of Learning Theory* (F, S: 3)

Prerequisite: Consent of Learning to Learn Program

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.

Daniel Bunch

Ann Clenott Marcia Heiman The Department

*This course **DOES NOT** satisfy the University Social Science Core requirement and **DOES NOT** provide credit toward completion of the Psychology major.

Core Courses

These courses satisfy the University Social Science Core requirement for nonmajors. They may also be taken by majors but do not satisfy any of the requirements for the Psychology major. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme.

PS 010 Major Themes in Psychological Thought (F, S: 3)

Since man began to think, he has been striving to understand Man. This course addresses a few of the major, enduring issues in this quest. Topics will be selected from such issues as:

--How does the mind affect the body? OR is there a "mind?"

—Is man best understood as an individual creature or as a social being? As a species or as a specimen?

—Is man moved mostly by what is *inside* (genes, instincts, "complexes") or what is *outside* (rewards, punishments, life events, reactions of others)?

—What is "normal," what is "abnormal?"

—What do we mean by "insanity?" Two instructors, with different backgrounds and areas of specialization, will teach the course jointly, approaching the issues both historically and in relation to contemporary psychological theory and research.

Ali Banuazizi William Ryan

PS 039 Psychological Perspectives on Social Justice (S: 3)

This course will combine an examination of psychological research and theory on justice with experience in settings attempting to help potential and actual victims of injustice (elderly, homeless, prisoners, etc.). A Pulse course.

Margaret Gorman

PS 044 Psychology of Art (F, S: 3)

This course examines the psychological processes involved in both the creation of art and in our reponse to art. We will investigate how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

Ellen Winner

PS 048 Psychology and Law (F, S: 3)

The relationship between the scientific study of behavior and the institution which formally organizes and controls human social relations is examined from three perspectives: psychological research on legal process, contributions of psychological knowledge to understanding social problems with which the law deals, and legal regulation of the science and profession of psychology. Included is a consideration of the similarities and differences between the assumptions, functions, and methods of these two enterprises. Examples of specific topics include: jury decision-making, behavior of lawyers, judicial decision-making; evidence; legislative and executive behavior; violence, aggression and criminality; social change of and by the law; mental health law.

Stephen L. Jones

PS 050 Idea of Insanity (F, S: 3)

A lecture course, suitable for persons with no previous background in psychology. An overview of the widely differing conceptions of emotional disorder in human society; the different notions of causation, from possession by the Devil to possession by the Id; genetic, moral, social and medical views of the phenomenon of disordered behavior and of the appropriate methods of treating such behavior. Historical, literary, sociological, and psychiatric, as well as psychological material will be reviewed.

William Ryan

PS 055 Fundamentals of Humanistic Psychology (F: 3)

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioli, etc.

Margaret Gorman

PS 058 Inequality: Psychological and Social Consequences (F: 3)

This course will examine contemporary forms of inequality and their effects on human behavior. Inequality will be considered in its many different types: economic, political, social, psychological, and the ways in which these operate for class differences, ethnic differences, and sex differences. Particular attention will be devoted to the ways in which these inequalities are stable or can be modified by social mobility. Emphasis will also be given to the ways in which these phenomena affect the daily lives of people at all status positions in residence, community, family, work, interpersonal relations, and personality development.

Dennis Culhane

PS 062 The Psychobiology of Mental Disorders (F, S: 3)

The abnormal behaviors characteristic of mental disorders are described and discussed with respect to psychological and biological origins and treatments. Students are instructed in a relaxation technique.

Joseph Tecce

PS 067 Lifespan Psychosocial Development: The Adult Years (F: 3)

This course will examine the persistence and change in psychological and social experiences and functioning during the lifespan of adults. Starting with the entry into adulthood around 17 or 18, these are long periods of both transition and stability, of continuing growth and of developmental change. These are also years of different types and different degrees of stress and crisis, of changes in life situations and the ways we see and understand the world, interspersed experiences of pleasure, satisfaction and commitment. Understanding these experiences as aspects of the developmental process is useful in appreciating the longer-term significance of both stress and satisfaction: in friendships and peer relations, in marriage and family formation, in occupation and career pursuit, in recreation and leisure, and in the growth of personality and self-esteem.

Marc A. Fried

Majors' Courses

The following courses may be taken by both majors and nonmajors who have fulfilled the appropriate prerequisite, however they do not satisfy the University Social Science Core requirements for non-majors.

Note: Courses are listed within general categories, (General, Biopsychology, Cognitive Processes, Developmental Psychology, Personality and Clinical Psychology, Social Psychology, and Tutorials), and appear numerically within each category.

General

PS 073 Introductory Psychology I (F, S: 3)* This course provides an introduction to experimental psychology and biopsychology. The following topics will be presented: scientific methodology, sensation and perception, physiological psychology, behavioral development, learning and memory, cognitive psychology, evolution and genetics of behavior, animal behavior, motivation and emotion. Students are required to fulfill a research participation requirement. This course does not satisfy the University Social Science Core requirement for nonmajors.

Gregory Ball

Arthur Blumenthal
Peter Gray
Michael Numan
Joseph J. Tecce

PS 074 Introductory Psychology II (F, S: 3)*

An introduction to Psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health. Students are required to fulfill a research participation requirement. This course does not satisfy the University Social Science Core requirement for nonmajors.

Donnah Canavan Peter Gray Wayne Klug Karen Schneider-Rosen *The introductory courses (PS 073 and PS 074) may be taken in either order.

PS 190 Statistics (F, S: 3)

This course will present an introduction to those elementary statistics essential to the conduct of scientific research. Topics will include basic probability, the normal distribution, standard scores, estimation of parameters, hypothesis-testing, t-scores, chi-square, analysis of variance, and simple correlation and regression. (The section of this course offered by Dr. Norman Berkowitz will meet for four class hours per week and provide 4 credits.)

For majors only.

Norman Berkowitz

Hiram Brownell Charles Palus Jeanne Sholl James Vivian

PS 500 Senior Honors Thesis (F, S: 3)

Prerequisite: Consent of the Department
For majors who are writing senior honors
theses. May be repeated.

The Department

PS 606 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate statistics course This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized which assess the main and interactive effects of multiple independent variables on single dependent variables.

Randolph D. Easton

PS 608 Multivariate Methods and Statistics (S: 3)

Prerequisites: PS 606 or consent of instructor This course will provide a conceptual basis for multivariate statistics and, in addition, considerable discussion of their application in research settings. The emphasis of the course will be on multiple correlation and regression. Other topics will include the relation between analysis of variance and multiple regression, analysis of covariance, principal components analysis and factor analysis, and multidimensional scaling. Results of analyses using available statistical packages will be discussed.

Hiram Brownell

PS 621 History and Theories of Psychology (F: 3)

Survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory. Review of major developments in nineteenth-century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. Overview of current theoretical developments and controversies in psychology. Undergraduates who desire to take this course must first obtain the permission of the Ali Banuazizi instructor.

Biopsychology

PS 140 Sensory Psychology

Prerequisite: PS 073

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments.

Not offered 1988–89

Randolph Easton

PS 150 Physiological Psychology (S: 3) Prerequisite: PS 073 or B1 110–112 or BI 200–202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology will be presented first. Using this background, the anatomy and physiology of (a) motor processes, (b) psychopharmacology, (c) pain, (d) thirst, (e) reproduction, and (f) learning and memory will be discussed. The course emphasizes basic rather than complex behavioral processes because this is where our understanding of the brain mechanisms involved is most advanced. Sensory processes are not covered in this course because an advanced treatment of this is offered in PS 140, Sensory Psychology. *Michael Numan*

PS 262 Psychophysiology of Stress (S: 3) Psychological and physiological processes associated with stress are discussed from the viewpoints of theory, research findings, and clinical application. Students are instructed in relaxation techniques. This course will be taught in a seminar format. Maximum enrollment: 20. Joseph J. Tecce

PS 270/PS 670 Evolution and Genetics of Behavior (S: 3)

Prerequisite: PS 073 or a college course in biology

Psychology generally deals with short-term behavioral adaptations to the environment, which occur within the life span of the individual. In this course we will deal with long-term adaptations, which occur through the process of natural selection during the evolutionary history of the species. We will deal primarily with the evolution of behavior in nonhuman animals, but with an eye always for general principles that can be applied to an understanding of humans as well. A central question in the course will be, what, if anything, is human nature? The course content will include selective coverage, and critique, of material in the areas of behavior genetics, ethology, and sociobiology. Gregory Ball

PS 662 Health Psychology (F: 3)

The role of psychological factors in the prevention of illness and the maintenance of health will be explored through a critical review of research findings and theoretical advancements in the current psychological literature. Cognitive and behavioral methods currently available for the prevention of disorders will be described and evaluated.

Joseph J. Tecce

Cognitive Processes

PS 143 Perception (F: 3)

Prerequisite: PS 073; Recommended: PS 140 The goal of this course is to account for the nature of our conscious, perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference vs. Gibsonian direct detection—will be compared and contrasted by considering major perceptual phenomena. Discussion topics will emphasize visual perception and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

Randolph Easton

PS 144 Learning Theories (S: 3)

Prerequisite: PS 073

Analysis of contemporary learning theories as they relate to basic problems in learning. Some laboratory work will be involved.

Marcia Heiman

PS 147 Cognitive Psychology (F, S: 3) Prerequisite: PS 073

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man.

Arthur Blumenthal

Michael Moore Elisabeth ter Schure Kathryn Sullivan

PS 183 The Future of Consciousness (F: 3) *Prerequisite:* PS 074

An examination of the nature of consciousness from both eastern and western traditions. Selected topics include: the evolution of consciousness, body consciousness, meditation, telepathy, psychokinesis, clairvoyance, survival phenomena, magic, and ways of psychospiritual growth.

Daniel Baer

PS 184 Techniques of Behavior Control (S: 3)

Prerequisite: PS 074

An applied oriented course with emphasis on psychological principles that significantly influence behavior. Topics include: conditioning and habit control, brainwashing, religious conversion, cults, hypnosis, healing and biofeedback.

Daniel Baer

PS 187 Brain Damage and the Mind (S: 3) Prerequisite: PS 073

This course in cognitive neuropsychology will explore how the effects of brain injury can be used to study a range of topics in language, cognition, and emotion. Often, injuries to different regions of the human brain are associated with selective deficits. For example, certain kinds of brain injury can disrupt a person's ability to produce and understand complete sentences, while leaving the ability to use single words relatively intact. This sort of restricted impairment highlights the different component abilities that together make up human language ability. Thus, selective deficits can be used to evaluate theories of both normal and disrupted cognition. Specific topics to be covered in this course include word, sentence, and discourse processing, speech, prosody, music, humor, memory, mental imagery, and affect. Hiram Brownell

PS 263 Special Topics in the Psychology of Consciousness (S: 3)

Prerequisite: PS 183

An advanced level study of states of consciousness. Topics include: the mind-body problem, theories of consciousness, the highest states of consciousness, myths, the physics of consciousness, alternate realities and the nature of personal reality.

Daniel Baer

PS 302 Research Methods Practicum: Perception (S: 3)

Prerequisite: PS 143 or PS 147

Students will be divided into four groups. Each group will conduct a complete experiment dealing with an important issue in perceptual psychology. Facets of the experimental process with which students will be involved include design, construction of apparatus and stimulus materials, data collection, data analysis and technical report writing. A range of *feasible* research topics will be discussed at the outset of the course and students will be allowed to rank-order their first three preferences. Formation of groups will occur on this basis. For majors only.

Randolph Easton

PS 311 Research Methods Practicum: Cognitive Processes (S: 3)

Prerequisite: PS 143 or PS 147

In this course students will acquire "hands-on" experience in conducting research designed to answer questions such as the following: What cognitive factors differentiate people who have a poor sense-of-direction from people who have a good sense-of-direction? How do people mentally organize their spatial knowledge of the local environment? Why are men generally better at visual-spatial tasks than women? How can memory ability be enhanced? In the course of conducting research, students will learn the principles of good experimental design.

Jeanne Sholl

Randolph D. Easton

PS 643 Seminar in Perception

For majors only.

Prerequisite: Consent of instructor

This course will compare two major theories of perception—Helmholtzian unconscious inference versus Gibson direct pick-up. The role of perceptual constancy, ambiguity and illusion for each theory will be explored. In addition, the consequences of each theory for an understanding of mental imagery (spatial thought, memory and dreams) will be considered. Finally, the consequences of each theory for general models of psychological process will be discussed.

PS 648 Cognitive Neuropsychology

Not offered 1988-89

Prerequisite: Consent of instructor
Theoretical descriptions of memory, language, and spatial ability developed within the fields of cognitive psychology and psycholinguistics are applied to the study of the behavioral deficits that often accompany damage to the brain. This approach is used as a tool to constrain psychological theory and explicate the nature of the mental structures and processes that underlie complex human behaviors.

Not offered 1988–89

Jeanne Sholl

Developmental Psychology

PS 136 Developmental Psychology (F: 3)

Prerequisite: PS 073 or PS 074

General psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development will be considered along with the theoretical and practical implications of studying age differences in behavior. Michael Moore

PS 234 Advanced Developmental

Psychology (S: 3)
Prerequisite: Consent of the professor Recommended for juniors and seniors. An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. The student will be responsible for a class presentation in an area of his/her choice. Michael Moore

PS 251 The Development of Language in the

Child (S: 3) Prerequisite: PS 073

This course examines the processes by which children acquire a first language. The course will focus on normal language development, but will also consider language disorders in childhood and possible language capacities in Ellen Winner nonhuman primates.

PS 305 Research Methods Practicum: Developmental/Cognitive (F: 3)

Prerequisite: PS 136 or PS 147

Designed to help students achieve an understanding of the logic of psychological research through the hands-on experience of designing and conducting a psychological experiment and critically interpreting the results. The research will focus on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects. For majors only. Michael Moore

PS 313 Research Methods Practicum: Language and the Arts (F: 3)

Prerequisite: PS 136 or 147 or 251 or 258 or consent of the instructor

Research will be conducted in two areas: language understanding and sensitivity to the arts (the visual arts, music, and literature). Research projects can be carried out with children and/or with adults. Research topics may include: Can listeners detect when a melody shifts from major to minor? Do children detect unbalanced paintings as unbalanced? Can children (or adults) perceive moods expressed in paintings? What kinds of cues do we use to detect sarcasm and distinguish it from a lie? Primary emphasis will be on the experimental method.

For majors only.

Ellen Winner

PS 632 Seminar in Piaget and Cognitive Development

Undergraduate prerequisite: A course in developmental psychology

Graduate prerequisite: None

This seminar examines the cognitive development of the child. The focus will be on Piaget's studies of cognitive development from infancy to adolescence. However, alternative, rival theories are considered, as well. Each student will be responsible for a class presentation on a topic of his/her choice.

(Not open to students who have taken PS 158, PS 232, or PS 258.)

Not offered 1988–89

Ellen Winner

PS 669 Childrearing and Education: A Psychobiological Perspective

In this course we shall examine parent-child and teacher-child relationships from the broad vantage points of evolutionary theory, comparative psychology, and comparative anthropology. Education, defined as the process of cultural transmission, is what sets us apart from other animals. What special human instincts provide the basis for cultural transmission? What implications can we draw for the practices of childrearing and education in our society? This course will operate as a seminar. The instructor will present his own point of view and each student will read independently and make presentations to the class on these issues. The course is designed primarily for graduate students and upper-division undergraduates in psychology, sociology, or education. No special biological background is required. Not offered 1988-89 Peter Gray

Personality and Clinical Psychology

PS 101 Personality Theories (S: 3)

Prerequisite: PS 074

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

Donnah Canavan

PS 139 Abnormal Psychology (F, S: 3)

Prerequisites: PS 073 or PS 074 Beginning with divergent contemporary views of the meaning of abnormal in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered. Ramsay Liem

> Suzie Prudent Karen Schneider-Rosen Melodie Wenz-Gross

PS 209 Clinical Psychology (F: 3)

Prerequisite: PS 139

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

Karen Schneider-Rosen

PS 237 Developmental Psychopathology (F:3)

Prerequisites: PS 136 and PS 139

Within the area of developmental psychopathology, psychological disturbances are studied in terms of deviation from normal functioning. Furthermore, it is presumed that the investigation of pathology will help to illuminate normal patterns of development and the roots of competence, adaptation, and invulnerability. An exploration of the origins, nature, and course of psychological disorders at various ages will be made. Interrelations between cognitive, social and emotional development in normality and pathology will be examined. Theoretical and empirical issues in the area of developmental psychopathology will be discussed. Karen Schneider-Rosen

PS 265 Psychological Assessment

Prerequisite: PS 074; Recommended: PS 101 The course will emphasize issues and techniques of personality and clinical assessment. Technical and methodological principles of test construction (e.g., the evaluation of reliability and validity, as well as the establishment of norms and the interpretation of test scores) will receive extensive treatment. The survey of specific assessment procedures will range from traditional devices, including a variety of structured ("objective") and unstructured ("projective") techniques, to less traditional, but increasingly popular, techniques of behavioral assessment and sampling. A major theme of the course will address the feasibility and value of devising and applying techniques of personality assessment derived from the experimental laboratory.

Not offered 1988-89

The Department

PS 281 Sports Psychology (S: 3)

Prerequisites: Any Psychology course or consent of instructor

The course will include (1) the assessment of individual and team psychological factors that interfere with peak performance, (2) various approaches to enhance athletic performance, (3) the effects of family and peer pressure, (4) coping with poor performance and injury, (5) anecdotal and experimental evidence, (6) guest speakers such as athletes and coaches.

Harvey Dulberg

PS 303 Research Methods Practicum: Personality Theories (F: 3)

Prerequisite: PS 101

A course in research methods stressing the application of these methods to questions in the area of personality psychology. Traits or personality variables like self-esteem are common topics. Students, in small groups, actually design, conduct, and report their research. For majors only. Donnah Canavan

Social Psychology

PS 125 (EN 125) Introduction to Feminism (F, S: 3)

A course taught by student-teams under faculty direction to acquaint students with a large range of academic and life experience topics which have been affected by the Women's Studies scholarship. After a preliminary meeting the class divides into 12–14 person seminars which meet once a week to discuss and study such issues as women's history, feminist theory, sex roles and socialization, gender and health, religion, work, literature and essays by and about women. The course emphasizes participation and collective work on projects. Marian St. Onge

PS 131 Social Psychology (F: 3)

Prerequisites: PS 074

A review of the research literature on how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues. Marianne LaFrance

PS 145 Cross-cultural Psychology (S: 3) Prerequisites: PS 074

A comparative analysis of psychological processes, personality development and social relations across different cultures. Emphasis is placed on both theoretical and methodological problems in cross-cultural research. Topics in-

clude: perception, cognition, motivation, socialization, psychopathology, sex roles, social norms, and collective and intergroup behavior.

PS 180 Industrial Psychology: Human Factors in Industrial Design

Prerequisite: PS 074

This course will provide students with an overview of human factors principles in industrial design. Topics covered include anthropometry, psychophysics, human information processing, and performance measurement as they relate to design. The process of design, from needs analysis to concept formulation, will be illustrated through field assignments and group projects.

Not offered 1988-89

The Department

PS 210 Interpersonal Relations (S: 3) Prerequisite: PS 074 and permission of instruc-

The goal of this course is to provide understanding of interpersonal and group processes through examination of the students' own experiences in a laboratory group which meets weekly throughout the semester. In addition, each student will join a committee which will make three reports on aspects of group structure and process as these are evidenced in the laboratory group. The reports will combine theory, observations, the presenters' own laboratory group experiences, and any additional data they choose to collect. Topics may include problems in group formation, group goals, status and influence, leadership, sociometric structure, norms, conflict, subgroups, communication, feedback and attributional perspectives, etc. Grades will be based on these reports and participation in the discussions of related

Students will be required to read an extended description of the course and agree to its goals, methodology, and schedule before permission will be granted to enroll. Students will not ordinarily be admitted during the Drop/Add period. Norman Berkowitz

PS 225 Psychology of Women (F: 3) Prerequisites: PS 074 or SC 001 or EN 125 Course is concerned with examining psychology's past and current approach to understanding the behavior of girls and women. Topics include the development of sex-role identity, sex differences in cognitive, emotional, and social functioning, as well as exploration of various life experiences unique to women. Throughout, particular attention will be directed toward the impact of stereotyping and sexism. Course assignments include active class participation and individual research projects. Marianne LaFrance

PS 233 Stress, Coping, and Adaption

Prerequisite: PS 101 or PS 131 or permission of the instructor

Stress is a prominent influence on a wide variety of major and minor types of physical, emotional, and social difficulties. This course is designed to review different theories of stress and the way it operates in daily life and affects individuals, families, and communities. At the same time, we will consider both the unfortunate consequences of stress on malfunctioning and some of the positive potentials of stress for adaption and well-being. Recent research on the effects of stress, of social support, and of

differences in psychological attributes will provide the themes for discussions and reports. Marc A. Fried

PS 246 Social Psychology of the Family (F, S: 3)

Prerequisites: PS 074 or PS 131

A seminar on research and theory in family dynamics. Topics include: impact of family systems upon the individual: group and organizational dynamics of families; ethnic and community influences on family functioning; family life cycles; therapeutic and social psychological interventions designed to diminish conflicts and improve the quality of family life. Murray Horwitz

PS 249 The Psychology of Nonverbal Communication (F: 3)

Prerequisite: PS 074

An analysis of human communication with particular emphasis on the nonverbal modes of interchange. Course readings include material on facial expression, body movement and gesture, gaze behavior, personal space, and paralanguage. Focus is on what nonverbal and verbal behaviors communicate about the psychology of the individual, about the relationship between people and about the social rules that guide human interaction.

Marianne LaFrance

PS 255 Environmental Psychology (F: 3) Prerequisites: PS 073 or PS 074 or consent of instructor

The significance of the natural environment, the built environment, and the social environment for psychological functioning and behavior will be the focus of this course. It will trace the ways in which different environmental phenomena, from the experience of landscapes and cities to crowding, privacy, territoriality, and urban design, influence the psychological responses of individuals, groups, and populations. Contemporary urban, metropolitan conditions will be given particular attention. Marc A. Fried

PS 256 Theory and Application in Group Dynamics (F: 3)

Prerequisite: PS 074 or consent of instructor The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be accomplished through lecture, readings and discussion. Attention will be given to implications for improving member and group effectiveness in task accomplishment. Content will include comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership. Two examinations and an optional extra-credit paper will constitute the primary basis for grading.

Norman Berkowitz

PS 267 Adult Psychosocial Development: From 18 to 88 (S: 3)

Prerequisite: PS 073 and PS 074

This course reviews the many changes as well as the persistence of attributes and experiences from entry into adult status (around the age of 17 or 18) until senior citizenship and the later phases of aging. Characteristic forms of growth, continuity, and transition occur in the life course of most Americans: in physical and

health status, in perception and intelligent functioning, in roles and life situations, and in personality and attitudes. But even the typical patterns of career, marriage and family formation, friendship, recreation and leisure, and value pursuit reveal a great deal about the stresses and crises, and about the pleasures and happinesses that emerge during adult life. We will critically evaluate contemporary knowledge, and the gaps in our understanding about these roles, experiences, and changes during the many phases of adulthood. Marc A. Fried

PS 279 Advanced Psychopathology: Sociocultural Perspectives (S: 3)

Prerequisite: PS 139 or consent of instructor This course explores important social and cultural perspectives on the definition, cause, and treatment of psychological impairment. Approaches emphasizing both the more immediate, micro contexts of psychological disorder such as the family and those concerned with broader socioeconomic conditions (e.g., social class or the state of the economy) will be addressed. An effort will be made to compare not only the level of social process emphasized in each of these perspectives but also differences in the basic dynamics they focus upon, e.g., stress, attributions and labeling, institutional dynamics. Special topics such as the mental health of women and minorities, crosscultural perspectives on mental illness, and human rights and mental health will be covered, based on the interest of students. Ramsay Liem

PS 306 Research Methods Practicum: Social Psychology (S: 3)

Prerequisite: PS 131 or PS 249

This practicum is designed to introduce students to research methods used by social psychologists to study topics such as social interaction and person perception. The course has two primary foci: how to critically read existing research and how to carry out a research project. Primary emphasis will be on the experimental method although other methods such as naturalistic observation and field studies will be described. For majors only.

Marianne LaFrance

PS 308 Research Methods Practicum: Conflict Resolution (F: 3)

Prerequisites: PS 131 or PS 246

Research on issues pertaining to the causes of and remedies for interpersonal and intergroup Murray Horwitz conflict. For majors only.

PS 309 Research Methods Practicum: Family Dynamics (S: 3)

Prerequisites: PS 131, PS 101 or PS 246 Research on issues pertaining to the interrelations between individual and family dynamics. Murray Horwitz For majors only.

PS 310 Research Methods Practicum: Group Dynamics (F, S: 3)

Prerequisites: PS 131 or PS 256

This course is devoted to familiarizing students with all phases of the research process from formation of the problem through preparation of a research report. Although readings will be assigned, the primary vehicle for learning is the study that each student will conduct as a member of a research team. The investigation will be directed to some aspect of small group behavior of interest to both students and professor. Studies will ordinarily be experimental but other models may be employed if better suited to the problem. Grades will be based on

a final research report submitted by each student. Performance in conducting the research and students' contribution to all other phases of the process will also be considered.

For majors only.

Norman Berkowitz

PS 600 (SC 378) (SW 600) Introduction to Social Work (F, S: 3)

This course, offered by the Department of Sociology and the Graduate School of Social Work, is a broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced. *Regina O'Grady-LeShane*

PS 612 Social Cognition (S: 3)

Prerequisite: Consent of instructor This course will focus on recent advances in the area of social cognition with special consideration of such topics as attribution theory, perceived control, social schemata, and ordinary explanations of social behavior. The course will provide a critical overview of the theories and methods in social cognition as well as application to such areas as victimization, prejudice, and coping. Marianne LaFrance

PS 677 Social and Economic Contexts of Psychological Well-Being (S: 3)

Prerequisite: Consent of instructor The purpose of this seminar is to examine psychological well-being as one indicator of the quality of life in different sectors of the society. Special emphasis will be given to the economic sphere particularly in regard to the impact of macro and more localized economic change on workers. Research will be critically examined for its substantive contributions to explaining the social contexts of human functioning and the usefulness of its methodologies for understanding the basic individual/society relationship. Students will be encouraged to develop comprehensive knowledge of research and theory in an area of their choosing that addresses the basic themes of the seminar. Ramsay Liem

PS 721 (SW 721) Human Behavior and the Social Environment (F, S: 3)

This Graduate School of Social Work course does not satisfy the University Social Science Core requirement but may be taken toward completion of the Psychology major by consent of the instructor, only.

A foundation course in which the unifying theme is the concept of self as a complex of bio-psycho-social forces which become synthesized through the integrative functions of the human ego. The person is viewed as a social being who is interacting with an inter-personal and institutional environment which not only has an impact on, but which is also affected by, the individual. The course is taught from a social work frame of reference within which the concept of self is examined in relation to the life cycle, to ethnic and sexual aspects of identity and self-esteem as these are manifested in social roles, and to those extra-familial systems which may constrain or support the psychosocial development of the individual. The course is structured in modules characterized by a highly individualized method of learning in

which students may move at their own pace in mastering required content. Frederick L. Ahearn Pei N. Chen Kathleen A. O'Donoghue

Kathleen A. O'Donoghue Elaine Pinderhughes

PS 753 (ED 541) Dynamics of Family Life (F: 3)

Prerequisite: Consent of instructor
This seminar will examine theory and practice in social psychology with special reference to family processes. Topics considered include interpersonal relationships among family members, dynamics of the family as a face-to-face group, the interaction of individual and family life cycles, and the impact of intergroup and community factors upon family functioning. Applications of theory will focus on methods of conflict resolution and on interventions designed to improve the quality of family life such as family therapy, counseling and training.

Murray Horwitz

Tutorials

PS 292 Seminar in College Teaching/Fall (F: 3)

Prerequisite: Consent of instructor Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.

By arrangement The Department

PS 293 Seminar in College Teaching/Spring (S: 3)

Prerequisite: Consent of instructor
Designed to provide undergraduate students
with teaching experience. Students staff discussion sections and are responsible for aiding
psychology professors in planning demonstrations and grading examinations.
By arrangement

The Department

PS 297 Undergraduate Independent Study/

Fall (F: 3)
Prerequisite: Consent of instructor
Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the Department.

By arrangement The Department

PS 298 Undergraduate Independent Study/ Spring (S: 3)

Prerequisite: Consent of instructor Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the Department.

By arrangement The Department

PS 297.20 Independent Study/Internship/Fall

PS 298.20 Independent Study/Internship/ Spring (F, S: 3)

This three-credit course will be a combination of internship and independent study. In some cases the students will be allowed to extend it for another semester (3 credits). Each student will be assigned for an internship in one of the clinical, educational, industrial, or administrative establishments, depending on his/her interests, for one or two sessions a week, arranged in an initial interview with the professor and the institution of field placement. Every student will meet with his/her professor once every three weeks, and all the stu-

dents enrolled in the course will meet together once every month for a class discussion. At the end of the semester each student will be required to write a report/essay, eight to twelve typed pages, on the character of the internship undertaken (organization, type of work, population) and evaluation of personal experience.

Boleslaw Wysocki

Romance Languages and Literatures

Faculty

Professor Emeritus Joseph D. Gauthier, S.J., B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Professor Emeritus Georges H. Zayed, L. ès L., M. ès L., D. ès L., Cairo University; Doctoral d'état, Sorbonne, Paris

Professor Guillermo L. Guitarte, Profesorado, Filosofia y Letras, Buenos Aires

Professor J. Enrique Ojeda, Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Professor Rebecca M. Valette, A.B., Mount Holyoke College; Ph.D., University of Colorado

Associate Professor Norman Araujo, A.B., A.M., Ph.D., Harvard University

Associate Professor Matilda T. Bruckner, A.B., Bryn Mawr College; M.P., Ph.D., Yale University

Associate Professor Monique E. Fol, A.B., L.L.B., University of Paris; A.M., University of California at Berkeley; Ph.D., University of Nice

Associate Professor Rena A. Lamparska, LLM, University of Wroclav; M.A., Catholic University of America; Ph.D., Harvard University

Associate Professor Betty Rahv, Chairperson of the Department

A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Associate Professor Harry L. Rosser, B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill.

Associate Professor Robert L. Sheehan, B.S., Boston College; A.M., Ph.D., Boston University

Assistant Professor Franco A. Mormando, S.J. B.A., Columbia University; M.A., Ph.D., Harvard University

Assistant Professor Elizabeth Rhodes, B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Assistant Professor Laurie Shepard, B.A., Wesleyan University; M.A., Ph.D., Boston College

Program Description

The Department of Romance Languages and Literatures offers courses in French, Italian and Spanish. Students majoring in the discipline may concentrate in any of the above languages, literatures, and cultures. Students must have the courses taken for their major approved by their advisors in the Department. Thirty credits must be completed by majors within the following curriculum of courses:

- 1. Advanced Composition and Introduction to Literary Analysis (6)
- 2. Survey of Literature (6)
- 3. Four advanced courses in literature/culture of the major field (French, Spanish, Italian) beyond Survey (400 level and up) (12)
- 4. Two electives to be chosen from the follow
 - a) Phonetics
 - b) Additional advanced courses (400 level and up)
 - c) Immersion courses
 - d) Departmental courses in conversation
 - e) Departmental courses in culture

General Information

It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Assistant Chairperson of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objec-

Honors Program

Qualified students wishing to enter The Honors Program should secure the Department's permission to do so at the end of the sophomore year and no later than the end of the first semester of the junior year. In addition to the usual requirements for a major, honors students will take a three-credit seminar in the spring semester of their junior year or the fall semester of their senior year (Honors Seminar). Qualified students who plan to take Junior Year Abroad may enroll in The Junior Seminar in the second semester of their sophomore year, with departmental approval. In addition, during the senior year, the honors student takes three credits during one semester in independent study leading to an honors thesis. This is done under the guidance of a Departmental advisor. The thesis should be submitted no later than April I.

The Immersion Program in Foreign Languages

Qualified students may choose from a series of required or elective courses conducted entirely in the French language or the Spanish

language. The Departments of History, Philosophy, Fine Arts, Economics, and Social Work offer in the foreign language courses taught by native or bilingual speakers. Coordinating courses in the Department of Romance Languages are offered.

For course descriptions of Romance Language offerings, see course listing below. For other sources, check under the department in question.

French

HS 087-088 Europe 1500 to present HS 450 History of the Balkans PL 513-514 Contemporary French Philosophy I & II RL 320 Le Français des Affairs RL 361 (FA 288) French Literary Filmmak-

TH 210 Foi en Dieu

Spanish

RL 343-344 Immersion Spanish HS 239-240 Colonial Latin America/Argentina, Brazil, and Chile

Minor in Italian Studies

The Minor in Italian Studies, an interdisciplinary program created by the Department of Fine Arts, History, and Romance Languages and Literatures, invites students to learn about the important role which the people of the Italian peninsula have played in the development of Western civilization. Courses cover Italy's social, economic and political history from the eleventh century to the present; a broad range of studies on the developments in painting, sculpture and architecture from Early Medieval times to the present, Italian Film, and a study of the great works of Italian

Requirements: Six one-semester courses are required, two in literature, two in history, and two in art history. One of the six courses will be the introductory course, "Italy: Art, Literature and History" (FA 296/HS 249/RL 294), which may be credited to the department of the student's choice. The course includes an optional trip to Italy at the end of the semes-

Course Offerings

RL 007 Elementary Rumanian (F: 3) Visiting Professor

Offerings in French, 1988-89

RL 009-010 Elementary French (F: 3-S: 3) An introduction to the study of French. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work. The Department

RL 051-052 Intermediate French (F: 3-S: 3) Prerequisite: RL 009-010 or its equivalent. The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice and required laboratory work. The Department

RL 101-102 Composition, Conversation and Reading in French (F: 3-S: 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

The Department

RL 203-204 Conversational Approach to French through Current Events (F: 3-S: 3) This course is designed to develop students' speaking proficiency and conversational skills through discussion of current issues and events

at home and abroad, with special emphasis on

Quebec. Permission of the instructor required. Charlotte LeBlanc

RL 207 Approach to Advanced French Conversation through French and North African Culture (F: 3-S: 3)

This course is designed to improve conversational skills through discussion of cultural, political and social developments in France and North Africa, through analysis of the works of contemporary French writers. Nelly Rosenberg

RL 253-254 French Competency Workshop I and II: Cultural Confrontation; Les Français et l'Amerique (F: 3-S: 3)

The workshop is designed to enable students to bridge the gap between intermediate and advanced level courses and to investigate the issue of cultural confrontation. Permission of instructor required. Jeff Flagg

RL 296-297 French Greycliff (F: 0-S: 3) Students residing in the French House will meet weekly for directed discussion in French under the guidance of a faculty member.

A requisite for residency in Greycliff, attendance required.

RL 303 French Phonetics and Oral Expression (F: 3)

A practical introduction to phonetics and oral expression. The course is designed to help the student improve command of spoken French and to develop awareness of how the French Betty T. Rahv language functions.

RL 305-306 Advanced French Composition and Introduction to Literary Analysis (F: 3-S: 3)

The purpose of this course is to strengthen the students' mastery of French syntax and difficult grammatical problems, so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted Charlotte LeBlanc in French. Nelly Rosenberg

RL 307-308 Survey of French Literature (F: 3-S: 3)

Prerequisite: four years of solid high school preparation or two years of college. An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation.

This course is a prerequisite for all advanced literature courses. Conducted in French.

Matilda T. Bruckner Betty T. Rahv

RL 320 Le Français des Affaires (S: 3) The aim of this course is to provide students with a basic knowledge of French business terminology and practices as well as an overview of French economic and social structures. Students who choose to do so may take the Paris Chamber of Commerce examination for the "Certificat Pratique de Français Commercial." Permission of the instructor is required.

Marian St. Onge

RL 361 (FA 288) The French Literary Filmmakers (F: 3)

The course is an analysis of the cinematic and literary work of Cocteau, Malraux, Duras, Robbe-Grillet, Giono, Pagnol and Guitry. Taught in French. John J. Michalczyk

RL 371 (EN 347) (FA 242) (HS 359) Classical Paris Recaptured: The Marais (F:

The Marais section of Paris, at its height in the 16th through 18th centuries, is undergoing urban renewal at present; this course will examine the artistic, literary, and political merits of the Marais... Betty T. Rahv

RL 401 Political and Social Structures in French Literature (F: 3)

Selected literary works are placed in their historical, political and social perspective.

Monique E. Fol

RL 411-412 Masterpieces of Medieval French Literature (F: 3-S: 3)

A selection of works chosen to give a general introduction to the most important types of Medieval French literature, especially in the formative stages of the 12th and 13th centuries: saints' lives, chansons de geste, romance, Matilda T. Bruckner lyric, fabliaux, theatre.

RL 441 Theory and Fiction in the Age of

Enlightenment (F: 3)
An examination of the relationship between theory and fiction in the works of the major men of letters in 18th century France (Montesquieu, Voltaire, Diderot, Rousseau, etc.). This problematic will be seen as crucial to the understanding of the French Enlightenment.

Ourida Mostefai

RL 445 The Art of Disavowal: Novel Writing in the 18th Century (S: 3)

This course will focus especially on the curious and often elaborate ways in which the major 18th-century French novelists (Montesquieu, Marivaux, Prévost, Rousseau, Laclos, etc.) refuse to claim authorship of their works. Special attention will be paid to the epistolary form. Ourida Mostefai

RL 451 Romanticism in French Literature

A study of this current in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces. Norman Araujo

RL 471 Histoires D'Amour, Histoires De Haine, Histoires De Mère (S: 3)

A study of the mother as a privileged figure in 20th-century novelists such as Proust, Colette, de Beauvoir, Duras, and Cardinal. Monique Fol

RL 480 From Autobiography to Autocriticism (S: 3)

A study of how autobiography as a literary genre evolves in France from Montaigne through Rousseau to Sartre and other contemporary authors of "autocriticism." Betty T. Rahv

RL 752 Mirror or Mirage in Realistic Novel

The evolution of the realistic novel in the nineteenth century as it appears in the works of Stendhal, Balzac, and Flaubert: Beylisme, Bovarysme, and the universe of the Comédie humaine.

Norman Araujo

Projected Offerings in French, 1989-90

RL 421-422 Prose and Poetry of the French Renaissance I & II (F: 3-S: 3)

A study of the historical, philosophical and literary movements which molded the French Renaissance; selections from Rabelais, the poets of the Pléiade, Montaigne, and others will be read as reflections of humanistic ideals and the search for the Good Life in the 16th Betty T. Rahv century.

RL 450 Rousseau et le Préromantisme (S:3)The Department

RL 458 "Contes et Nouvelles" in the Nineteenth Century (F: 3)

While devoting proper attention to the general evolution of the conte in the 19th century, the course will center around the most significant works of Mérimée, Maupassant, and Daudet.

RL 459 19th-Century Feminism: Mme de Staël and George Sand (S: 3)

The passions, politics, and literary production of two women who challenged both the social and the literary conventions of their times.

Norman Araujo

RL 488-489 Roman et Société sous la III République I & II (F: 3-S: 3)

A study of the 20th century authors who bear witness to reality even in their attempts to transform it or escape from it. Monique Fol

RL 490 Fictional Heroines and the Ravages of Amour-Passion (F: 3)

A selection of works from the Middle Ages to the 20th century, organized by genre (theater, short fiction, and letters) will raise a group of related questions about fictional heroines and their literary representation.

Matilda T. Bruckner

RL 713 Birth of the Medieval Vernacular Lyric: Provençal Poetry and the Flowering of Fin'Amor (S: 3) An introduction to the language and love

songs of Southern France, this course allows students to discover first hand a lyric tradition so rich, so successful that it quickly spread to Matilda T. Bruckner all of Europe.

RL 731-732 17th-Century French Literature Seminar I & II (F: 3-S: 3) The Department

RL 741 18th-Century Seminar The Department

Projected Offerings in French, 1990-91

RL 423 The Poet's Lyre in the French Renaissance (F: 3)

Innovations introduced into French lyric poetry by 16th-century poets may best be understood by comparing the metaphysical expression of l'Ecole lyonnaise (Scève), the classical perspective of the Pléiade (Ronsard, du Bellay), and the baroque vision of the turn of the century (d'Aubigné). Betty T. Rahv

RL 426 The Smiling Philosophers: Rabelais and Montaigne (S: 3)

The great humanistic surge of the 16th century in France from its inception in the comic genius of Rabelais to its culmination in the philosophical smile of Montaigne. Betty T. Rahv

RL 442 Literature and Society in 18th-Century France (S: 3)

Works of major authors, including Voltaire's contes philosophiques and Lettres philosphiques, Diderot's Le Neveu de Rameau, and Rousseau's Confessions, with emphasis on the concept of the individual in the context of pre-Revolutionary France. Vistiting Professor

RL 457 Passion Staged and Upstaged: The 19th-Century French Theater (F: 3)

A study of Romanticism, Realism, and Naturalism in the French drama of the 19th century. Norman Araujo

RL 461 From Olympus with Love: Hugo's Literary Revolution (S: 3)

The impact of Hugo's personality and creative genius on the development of French poetry and prose in the 19th century. Norman Araujo

RL 471 Histoires D'Amour, Histoires De Haine, Histoires De Mère... (S: 3)

A study of the mother as a privileged figure in 20th-century novelists such as Proust, Colette, de Beauvoir, Duras and Cardinal. Monique Fol

RL 711 Nobles and Beasts, Saints and Tricksters: Generic Exchanges in Medieval French Literature (F: 3)

How medieval storytellers can reuse and combine a common fund of materials to reshape the familiar into the new and different, transform the serious into the burlesque, cross the boundaries of comedy and tragedy, mix the Matilda T. Bruckner religious and profane.

RL 731 17th-century French Literature Visiting Professor Seminar (F: 3)

RL 780 Colloquium: Modern Literary Theory of Criticism (S: 3)

An introduction to selected movements that mark the development of literary criticism in the twentieth century (Stylistics, Russian Formalism, Structuralism, Reader Reception, etc.) with emphasis on the practical evaluation and application of theoretical models. Required of all Romance Languages and Literatures doc-Matilda T. Bruckner toral candidates.

Offerings in Italian, 1988-89

RL 003-004 Elementary Italian (F: 3-S: 3) An introduction to the study of Italian. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required TheDepartment laboratory work.

RL 053-054 Intermediate Italian (F: 3-S: 3) Prerequisite: RL 003-004 or its equivalent. The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and required laboratory work. The Department

RL 103-104 Composition, Conversation and Reading in Italian (F: 3-S: 3)

Prerequisite: three to four years of solid high school preparation or two years of college

This course is structured according to students' individual needs in order to ensure mastery of the Italian language as a tool of communication. Selected contemporary masterpieces will be used to develop further skill in conversation, reading and writing. Rena Lamparska Franco Mormondo

RL 294 (FA 296) (HS 249) Italy: History, Art, Literature (S: 3)

The art, literature and history of Italy. This is an interdisciplinary course taught by the Romance Languages and Literatures, History and Fine Arts Departments. Laurie Shepard

RL 312 The Culture and History of Sicily (S:3)

Sicily, the "pearl of this world," was the prize of Greek, Roman, Byzantine, Arab, French, German, and Spanish conquerors. The course will examine Sicily's unique history and the way in which it has influenced contemporary culture, institutions and social problems. Sicilian writers including Tomasi di Lampedusa, Luigi Pirandello, Elio Vittorini, Danilo Dolci and Leonardo Sciascia will be read in translation. Laurie Shepard

RL 317-318 Survey of Italian Literature (F: 3-S: 3)

Prerequisite: four years of solid high school preparation or two years of college. An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with a superior linguistic preparation. Conducted in Italian. Rena Lamparska

RL 374-375 Literature and Opera (F: 3-S:

Franco Mormando

A study of masterpieces from English, French, Italian and Spanish literature as a source and inspiration of opera and Symphonic poems. The course will show the interrelation of literature and musical composition. Joseph Figurito

RL 504 Contemporary Italian Culture (S:3)

A comprehensive portrait of contemporary Italian culture approached through a variety of sources and media - literature, journalism, art, film, music, advertising, guest speakers and the artifacts of everyday life. Topics to be investigated include the family, marriage and "amore;" the religion of the Italians; feminism and "mammismo;" democracy Italian-style; the "Economic Miracle;" the North-South dichotomy; the Italy of the tourists: the Americanization of Italy; "il dolce far niente;" the literaryartistic establishment and the Old Italy versus the New. Franco Mormando

RL 521-522 Masterpieces of the Italian Renaissance I & II (F: 3-S: 3)

The two-semester seminar will cover all of the major literary movements of the Italian Renaissance. The course will be conducted in Italian. Laurie Shepard

RL 524 Crisis of Baroque and New Poetics (F:3)

The course will focus on selected readings from Gravina and Muratori as well as on the poetics of "Arcadia." The aesthetics of Vico and its reception will be discussed.

Rena Lamparska

RL 544 Italian Comic and Tragic Theater of the 18th Century (S: 3)

This course involves an in-depth study of the major plays of Goldoni and Alfieri. Thematic concerns, generic forms, character portrayal, moral and social values and ideas will be discussed in relation to the cultural and literary trends of the period. Rena Lamparska

Projected Offerings in Italian, 1989-90

RL 294 Italy: Art, History and Literature Laurie Shepard (S:3)

RL 317-318 Survey of Italian Literature

Rena Lamparska Laurie Shepard

RL 501 Dante: Divina Commedia I & II (F:

A study focusing on the poetic problems of La Divina Commedia as well as its central themes.

Laurie Shepard

RL 516 Boccaccio e Petrarca

Laurie Shepard

RL 541 Literature of Unified Italy (F: 3) A study of the works of Verga, Pascoli, D'Annunzio, Svevo and Pirandello against the background of historical events and European literary movements. Rena Lamparska

RL 551 Italian Romanticism

Rena Lamparska

RL 597 Advanced Writing and Stylistics Franco Mormando

Projected Offerings in Italian, 1990-91

RL 294 Italy: Art, History and Literature Laurie Shepard

RL 317-318 Survey of Italian Literature

L. Shepard R. Lamparska

RL 501 Dante

Franco Mormando

RL 504 Contemporary Italian Culture Franco Mormando

RL 521-22 Masterpieces of the Italian Renaissance

Laurie Shepard

RL 565 Twentieth Century Italian Narrative Rena Lamparska

RL 568 The Theater of Pirandello

Rena Lamparska

Offerings in Spanish, 1988-89

RL 015-016 Elementary Spanish (F: 3-S:

An introduction to the study of Spanish. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work. The Department

RL 055-056 Intermediate Spanish (F: 3-S: 3)

Prerequisite: RL 005-006 or its equivalent. The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and required laboratory work. TheDepartment

RL 105-106 Spanish Composition, Conversation and Readings (F: 3-S: 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

The Department

RL 105.06-106.06 Spanish Composition, Conversation and Readings for Hispanics (F: 3-S: 3)

By permission of the instructor only.

The Department

RL 298-299 Spanish Greycliff (F: 0-S: 3) Students residing in the Spanish House will meet weekly for directed discussion in Spanish under the guidance of a faculty member. A requisite for residency in Greycliff, attendance The Department required.

RL 323 Spanish Phonetics (S: 3)

A practical introduction to pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop awareness of how the Spanish language Guillermo Guitarte functions.

RL 325-326 Advanced Spanish Composition and Introduction to Literary Analysis (F: 3-S: 3)

This course provides an introduction to, and practice with, methods of critical analysis in the context of Hispanic literature, stressing the development of writing skills and mastery of specific points of advanced grammar.

Miguel Novak Elizabeth Rhodes

RL 327-328 Survey of Spanish Literature (F: 3-S: 3)

An introductory course in Spanish literature, encompassing a study of the history of Spanish literature from the Middle Ages to the present.

J. Enrique Ojeda Robert Louis Sheehan

RL 329-330 Development of the Spanish Language (F: 3-S: 3)

This course will cover the emergence of Hispanic dialects from the Latin language and will survey the phonetic changes that transform Guillermo Guitarte Latin into Spanish.

RL 333-334 A Conversational Approach to Contemporary Latin American (F: 3-S: 3)

An advanced conversation course open to native speakers of English with basic oral proficiency in Spanish, aimed at improving spoken Spanish and note-taking skills for advanced courses here and in Hispanic countries, as well as increasing students' capacity for foreign affairs analysis using Spanish language sources. Robert Louis Sheehan

RL 337-339 Cultura Hispánica I & II (F: 3-S: 3)

Prerequisite: At least four years of Spanish. This course will provide the student with a sound knowledge of the history and cultural evolution of Spain the first semester and Spanish America the second semester.

J. Enrique Ojeda

RL 343-344 Immersion Spanish (F: 3-S: 3) As a coordinating requisite for the Immersion Program, this course is designed to provide an intensive review of major Spanish constructions for developing oral and written proficiency at the advanced level, and its cultural dimension helps to integrate the other offerings in the Program. (Fall/Spring sequence preferred but not mandatory for enrollment.)

Harry Rosser

RL 379 Intellectual History of Latin America (F: 3)

A review of principal writings on Latin American problems and characteristics, from Bolivar to the present Cuban regime.

Guillermo Guitarte

RL 615-616 Survey of Medieval Spanish Literature I & II (F: 3-S: 3)

This course will cover the evolution of Spanish Literature from its origins in the dawn of the Middle Ages to the end of the fifteenth century, based mainly on the readings of texts. Guillermo Guitarte

RL 622 Spanish Golden Age Poetry: Lope de Vega & Góngora (F: 3)

This course will explore Góngora and Lope's poetry, examining their poetic accomplishments as part of a poetic tradition and their innovations and changes. Antonio Carreño

RL 634 (EN 383) Don Quijote, Hero and Fool (F: 3)

The secrets of Cervantes' masterpiece are revealed through close study of the text, the society it represents, and consideration of some of its repercussions in world cuture.

Elizabeth Rhodes

RL 678 Spanish American Novel (S: 3) A study of the socio-political concerns of representative Spanish American novelists with special attention given to the evolution of the genre in the 20th century. Conducted in Spanish. Harry Rosser

RL 681-682 Spanish American Drama (F: 3-S: 3)

A study of the history of Spanish American drama from its earliest indigenous form in religious ritual, through "criollo" theatre of the colonial period, to the romantic and revolutionary era in the nineteenth century, and into the sophisticated contemporary theatre in the urbane capitals of Spanish America.

Robert Louis Sheehan

RL 936 Golden Age Theater: Passion at Play

This seminar on Spanish Golden Age theater focuses on dramatic texts which represent secular and/or religious passion, to provide a broad understanding of Imperial Spain's values as expressed on the stage. Elizabeth Rhodes

RL 951 Spanish Literature of the 19th Century (F: 3)

Prerequisites: At least four years of Spanish and the second semester of the Survey of Spanish Literature (RL 327–328) The purpose of the course is to develop in the student a solid understanding of the historical and cultural crosscurrents which profoundly influenced Spanish literature of the 19th century and to achieve a high degree of familiarity with the literary movements of that century and the authors read in class. J. Enrique Ojeda

RL 977 Andean Novel (S: 3)

This graduate course will examine the major characters in the Indian and "Mestizo" 's novel in Bolivia, Ecuador and Peru. Works by Alcides Arguedas, Jorge Icaza, José Maria Arguedas, Ciro Alegría, Gonzalo Zaldumbide, Juan León Mera and others will be examined in the context of the sociological studies written on the "Mestizo" and the Indian of the Andes. J. Enrique Ojeda

RL 980 Spanish Visions of America: Old Texts and New Perspectives (F: 3)

Reading and discussion of select writers of the Colonial era whose works center on the historical development and cultural emergence of Latin America under the dual impact of pre-Colombian and Spanish influence. Undergraduates with permission of instructor.

Harry Rosser

Elizabeth Rhodes

Projected Offerings in Spanish, 1989-90

RL 622 In Lively Conversation with the Dead: Golden-Age Spanish Poetry (S: 3) By reading, discussing, imitating, and writing about a wide range of Golden Age poetry and by studying the cultural history of the age in which it was written, students are encouraged to appreciate verse as the vehicle of self-expression par excellence in 16th-and 17th-cen-

RL 661-662 20th Century Spanish Literature I & II (F: 3-S: 3)

tury Spain.

A study of the principal literary movements in this century: (Fall) "la Generación del '98" and "Modernismo", 1898-1920; (Spring) "la Vanguardia", 1920-1936; Dictadura de Franco 1939-1975; "la Nueva Libertad Literaria", Robert Louis Sheehan 1975-present.

RL 905 History of the Spanish Language (S:3)

Emergence of Hispanic dialects from the Latin language and a survey of the phonetic changes that transformed Latin into Spanish.

Guillermo Guitarte

RL 934 Currents of Heresy in Catholic Imperial Spain (F: 3)

This is an advanced seminar that studies the revolutionary religious currents of the Renaissance age, the denouncing of those ideologies

and those who supported them as heretical for Catholic Spain, and the tragic consequences their elimination had on the Spanish empire. The Department

RL 958 Galdos and his Time (F: 3)

The course intends to familiarize the student with 19th century Spain in order to achieve an understanding of the forces that contributed to shaping the world of Galdos. J. Enrique Ojeda

RL 976 Jorge Luis Borges (F: 3)

An examination of Borges as a short story writer, and a close reading of Historia universal de la infamia, Ficciones, El Aleph, and some of his latest narratives. Guillermo Guitarte

RL 978 Spanish American Lyric Poetry (S:

A study of the development of lyric poetry in Spanish America analyzing both the influences which have affected it and the original ways in which it expresses the Spanish American experience. J. Enrique Ojeda

RL 979 Mexican Prose Fiction: Revolution and Evolution (F: 3)

While considering the evolution of prose fiction in Mexico from the Revolution of 1910 to the present, the course will focus on the themes and aesthetics of established as well as emerging writers. Harry Rosser

RL 981 Contemporary Spanish American Writers: New Generations, New Aesthetics (S: 3)

A study of the development of the novel in Spanish America from World War II to the present, with special attention given to Nobel Laureate Gabriel García Márquez. Harry Rosser

Projected Offerings in Spanish, 1990-91

RL 621 The Hero's Other Half: An Introduction to Golden-Age Spain and Spanish Literature (F: 3)

Based on the idea that heroes depend on antiheroes to exist, this is a cross-genre introduction to Golden Age Spanish literature and Spain that considers the roles of women, fools, and sinners as essential complements to the traditional heroic values expressed in literary and historic texts. Elizabeth Rhodes

RL 623 The Picaresque Novel (F: 3)

A study of the origins, development and significance of the Picaresque genre in Spain and its ramifications in Spanish American literature. J. Enrique Ojeda

RL 625 Passion at Play: An Introduction to Golden-Age Drama (S: 3)

This seminar on Spanish Golden Age theater focuses on dramatic texts which represent secular and/or religious passion, to provide a broad understanding of Imperial Spain's values as expressed on the stage. Elizabeth Rhodes

RL 653 Romanticism in Spain (S: 3)

An exploration of the origins, development and significance of the Romantic movement within the context of the history and literature of Spain's 19th century: Larra, Espronceda, el Duque de Rivas and Becquer will be studied among other authors. J. Enrique Ojeda

RL 671 Survey of Spanish American Literature I & II (F: 3-S: 3)

A study of periods, trends and authors of Spanish American literature from the Colonial period to the present. Guillermo Guitarte

RL 674 The Spanish American Short Story

The nature of the genre and the ways in which it has evolved will be determined by comparing and contrasting the narrative perspective and structural format of selected stories from the 19th and 20th centuries. Harry Rosser

RL 961 The Dynamics of Dissent in the Spanish American Novel (F: 3)

A study of the socio-political concerns of representative Spanish American novelists with special attention given to the evolution of the genre in the 20th century. Harry Rosser

RL 963 The Lorca Era (S: 3)

A study of the poetry and drama of García Lorca, Guillén, Alberti, Aleixandre, Salinas and others in the "Vanguardia" period between the end of World War I and the Spanish Civil War. Robert Louis Sheehan

RL 968 The Generation of '98 (S: 3) Detailed study of the essays, novels, poetry, and theater of the principal turn of the century writers: Unamuno, Baroja, Antonio Machado, "Azorín", and others.

Robert Louis Sheehan

Language and Methodology Courses Offered in English

RL 362 The Shaping of Language (F: 3) An introduction to the development of romance languages from their origins to modern times. The course will focus on the processes that govern the changing forms of language. Illustrative examples will be drawn mainly from French, Spanish and Italian. For majors and nonmajors. Given in English.

Laurie Shepard

RL 495 (ED 303) Second-Language Acquisition (F: 3)

A review of recent research in second language acquisition and its application to the classroom. Emphasis is placed on techniques for developing proficiency in listening, speaking, reading and writing. Students will analyze available audio-visual materials and learn how to integrate these ancillaries into their instruction.

This course fulfills the Massachusetts certification requirements in Secondary Methods.

The Department

RL 498 Seminar in Oral Proficiency Testing (S:3)

This course introduces students to the ACTFL Proficiency Guidelines and oral proficiency tests. All students will be given an informal Oral Proficiency rating plus individualized counseling as to how to improve their proficiency. Students will learn basic concepts of measurement and their applications to foreign language testing. Students will also learn how to analyze test results and redesign curriculum so that proficiency objectives can be met more effectively.

This course fulfills the "Measurement" requirement for teacher certification.

This course fulfills the Massachusetts certification requirement in Measurement and Testing.

The Department

Honors Program

RL 698 Honors Research Seminar

Fol/Rhodes

RL 699 Honors Thesis Seminar

Fol/Rhodes

Slavic and Eastern Languages

Faculty

Professor Lawrence G. Jones,

Chairperson of the Department A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

Associate Professor Michael J. Connolly, A.B., Boston College; Ph.D., Harvard University

Associate Professor Michael B. Kreps, Diploma, Leningradskij gosudarstvennij universitet; M.A., Ph.D., University of California (Berkeley)

Adjunct Assistant Professor Jovina Y. H. Ting, A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University.

Program Descriptions

The Department administers undergraduate majors in General Linguistics, in Russian, and in Slavic Studies, as well as a minor program in Asian Studies and in Russian and East European Studies. Each major program requires at least twelve one-semester courses at upper-division levels (courses numbered 200 and above). Departmental honors require nomination by the faculty and successful completion of honors comprehensive requirements.

The Department maintains listings of related courses from other departments which satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairman.

Major in Linguistics:

The focus of the linguistics program does not lie in the simple acquisition of language skills, but rather in the analysis of linguistic phenomena with a view toward learning to make significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of concentration, the most common of which is Philology. The following listing represents the normal program for this concentration.

- -General Linguistics (SL 311/EN 527);
- —five courses of a philological nature;
- —three courses of a language-related nature from non-language departments;
- —three linguistics "topics" courses;

The Department expects students concentrating in *Philology* to have proficiency in at least one classical and one modern language and to acquire a familiarity with at least two additional language areas.

The Department can provide requirements for other concentrations, such as Psycholinguistics or Speech Pathology, upon request. The College of Arts and Sciences also offers an undergraduate minor in Cognitive Sciences including

Major in Russian:

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and an ability to comprehend and analyze important aspects of Russian literature and culture.

- four courses in Russian grammar, composition and stylistics at or above the 200
- —four courses on Russian literature, of which at least two must be at the 300 level;
- —one course in General Linguistics;
- —Old Russian or Old Church Slavonic;
- -two electives from Russian literature, second Slavic languages, or linguistics offer-

The Department also recommends at least two courses from related areas in other departments; e.g. in Russian history, art, political science, economics, philosophy, theology, etc.

Major in Slavic Studies:

The interdisciplinary major in Slavic Studies provides broadly based training in scholarship about Russia, the Soviet Union, and the nations of Eastern Europe. An A.B. in Slavic Studies with departmental honors also automatically confers a proficiency certificate from the Center for East Europe, Russia, and Asia.

The normal program for this major re-

- —two Russian language courses beyond the intermediate level;
- -two courses on Russian literature;
- -Old Church Slavonic or Old Russian or a second Slavic/East European language;
- -two courses on Russian or Soviet or East European history;
- -one course on Russian or Soviet philosophy;
- —one course on Soviet or East European
- —one course on Soviet economics;
- —two electives from an emphasis area.

The Department strongly recommends PO 080/HS 272 (Introduction to Russian, Soviet and East European Studies) as an early course in this major.

Minor in Asian Studies:

This interdisciplinary minor requires:

- —one course in Asian history;
- -one additional course in Asian history or one course in Asian politics or diplomacy;
- —two courses in an East Asian language (e.g. Chinese/Japanese) beyond the elementary level;
- -two approved elective courses in Asian Studies from two of the following areas:
- Art History (FA), Philosophy (PL), Theology (TH), Political Science (PO), Literature or a second language (SL), a directed senior research paper on an approved topic.

Minor in Slavic and East European Studies:

The Russian and East European Studies minor requires six approved courses, distributed as follows:

- one introductory course (PO 080/HS 272, Introduction to Russian, Soviet and East European Studies);
- -one additional course in Russian or East European history or politics;
- two courses in Russian or another East European language at the intermediate or upper-division level;
- two approved elective courses from two of the following areas:

Philosophy (PL), Theology (TH), Economics (EC), Literature or language (SL, CL, RL), POlitical Science (PO), History (HS), Education (ED), Art History or Film Studies (FA), a directed senior research paper. At least one of these two courses must come from outside of the student's emphasis area.

Course Offerings

Courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's Schedule of Courses.

SL 003-004 Elementary Russian I/II (F: 4-S: 4)

A course for beginners that stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

Offered annually M. J. Connolly

SL 007-008 Introduction to Arabic I/II (F: 3-S: 3)

An introduction to the study of Modern Standard Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional language-laboratory drill available.

Offered biennially R. Kevin Lacey

SL 009-010 Elementary Chinese I/II (F: 4-S: 4)

An introduction to the speaking, reading, character writing, and comprehension of the modern Chinese literary language (Mandarin). Additional conversation and language-laboratory work required.

Offered annually Ting Yueh-hung

SL 021-022 Introduction to Japanese I/II (F: 3-S: 3)

An introduction to the study of Modern Japanese. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written selfexpression. Exercises in pronunciation, grammar and reading. Additional language-laboratory drill available. Yoshio Saito

SL 051-052 Intermediate Russian I/II (F: 3-S: 3)

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase and analysis of selected Russian texts. Students who plan to continue the study of Russian beyond the intermediate level should also enroll in the concurrent practicum SL 057-058.

Offered annually Lawrence G. Jones

SL 057-058 Russian Practicum: Intermediate I/II (F: 3-S:3)

This special practicum supplements the intermediate-level work done in SL 051-052 and may only be taken in conjunction with it. Additional vocabulary work, grammar drills, conversation for students who intend to continue beyond the intermediate level. Conducted in Russian.

Offered annually

Marina V. Kreps

SL 061-062 Intermediate Chinese I/II (F: 3-S: 3)

Continuation of course work in spoken and written Mandarin Chinese and the development of specialized vocabularies for various Ting Yueh-hung fields of study.

SL 081-082 (TH 300-301) Elementary Hebrew I/II (F: 3-S: 3)

A study of the Hebrew language. The Hebrew alphabet, printed and script, and the acquisition of a basic vocabulary of 1,000 words, with simplified rules of grammar designed to facilitate the reading and comprehension of simple texts. In second semester the course introduces the student to Modern Spoken Hebrew as well as to selected texts from the Old Testament and Jewish religious literature. David Neiman

SL 200 A Survey of Russian Literature (in translation) (F: 3)

Reading, analysis, discussion of representative works, authors and movements in Russian literature from the eighteenth century up to the present day. Conducted entirely in English. Offered biennially Lawrence G. Jones

SL 205 Tolstoy and Dostoevsky (in translation) (F: 3)

A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels. Conducted entirely in English.

Offered biennially Michael B. Kreps

SL 216 (EN 552) Poetic Theory (S: 3) Traditional and contemporary theories of prosody and metre described and analyzed within the framework of modern structural and generative approaches to language as well as from the viewpoint of (Russian) Formalism. Textual material is mainly English, although students may present texts in any language for required Lawrence G. Jones papers.

SL 221 (TH 198) The Language of Liturgy (S:3)

The application of structural techniques to an analysis of liturgical form both in the poeticreligious context of the language of worship and in the more broadly based systems of nonverbal symbolism (music, gesture, vestments and appointments).

Offered triennially M. J. Connolly

SL 222 Classics of Russian Literature (in translation) (S: 3)

A survey of major works, authors, and movements in Russian literature from the twelfth century up to the Russian Revolution. Conducted entirely in English. Offered biennially Lawrence G. Jones SL 227 Advanced Russian Grammar (F: 3) Intensive reading of difficult Russian texts, translation from English into Russian, correct expository composition and a review of fine points of Russian grammar. Conducted in Russian.

Offered annually

Michael B. Kreps

SL 228 Spoken Russian (F: 3)

Practical phonetics and intonation, syntactic and stylistic characteristics of the spoken language, extensive conversational practice and speaking exercises. Conducted in Russian. Offered annually Marina V. Kreps

SL 230 Russian Literature of the Fantastic (in translation) (S: 3)

A study of grotesque, bizarre, surrealistic, supernatural, and fantastic themes in a wide range of Russian short stories and novels by writers such as Gogol, Pushkin, Turgenev, Dostoevsky, Bulgakov, Leskov, Nabokov, and Sinyavsky, as well as in the genre of science fiction. Western literary parallels in the works of E.T.A. Hoffman, de Maupassant, Poe, Kafka, and others. Conducted entirely in English. Offered triennially Michael B. Kreps

SL 233 (EN 571) Applied English Grammar and Style (F: 3)

A review of English grammar on modern principles, including constituent and generative analysis, with a view to their application in the writing of clear English prose. Samples of various genres of literary style will be read and used as models for composition exercises.

Lawrence G. Jones

SL 234 The Polish Language (S: 3)

An intensive and rapid introduction to the phonology and grammar of Polish and the reading of literary and expository texts. Recommended: Prior experience with a Slavic language. Michael B. Kreps

SL 238 (PL 276) The Language of Computing (S: 3)

The fundamentals of computer usage and programming from a linguistic and philosophical perspective, presented for students of literature, philosophy, languages, and other humanities disciplines.

A complete coverage, with exercises, of the logical, mathematical, and operational concepts that underlie modern computing; direct work in programming at several language levels, including functions, file-handling, conditions, and the computer as a symbol manipulator; utilities and special applications packages; extensive, advanced text-processing work in microcomputer and mainframe environments. Thomas Blakeley Offered triennially M. J. Connolly

SL 240 The Contemporary Russian Novel (in translation) (3)

A reading, in English, of major Russian novels of the twentieth century from Arcybashev to Solzhenicyn; the development of the genre from realism through modernism. Conducted entirely in English. Michael B. Kreps Offered biennially

SL 243 Image and Icon in Russian Literature (in translation) (F: 3)

A study of verbal images in Russian literature and a comparison of these with works in Russian visual art, from the early icon tradition through to the modern period. An examination of the detail of delineation, of the role of

context in the specification of the imaging process and of parallels in visual art to the role of dialogue in verbal art.

Conducted entirely in English.

Offered biennially Lawrence G. Jones

SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian. Offered triennially Michael B. Kreps

SL 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Offered triennially

Michael B. Kreps

SL 311 (EN 527) General Linguistics (F: 3) An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. Offered annually M. J. Connolly

SL 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

Recommended: Prior study of a Slavic language.

Offered biennially

M. J. Connolly

SL 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Recommended: Prior study of a Slavic language.

Offered biennially

M. J. Connolly

SL 320 Pushkin and Gogol' (S: 3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian.

Offered triennially

Michael B. Kreps

SL 321 Turgenev and his Contemporaries

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Offered triennially

Michael B. Kreps

SL 325 (EN 528) Historical Linguistics (S: 3)

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction

Offered triennially M. J. Connolly SL 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Offered triennially

M. J. Connolly

SL 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian grabar, the classical literary language current from the fifth century' A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.

Offered triennially

M. J. Connolly

SL 332 The Russian Short Story (F: 3) The development and structure of the Russian

rasskaz and povest' from the sixteenth through the twentieth centuries. Readings in Russian. Offered triennially Lawrence G. Jones

SL 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

Offered biennially

Lawrence G. Jones

SL 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic

Offered biennially

Lawrence G. Jones

SL 339 Semiotics and Structure (3)

Theoretical and practical considerations for the use of modern semiotic and structural techniques in the analysis of paralinguistic systems, literature, mythology and other products of social communication. Lawrence G. Jones

SL 342 Seminar in Russian Poetry (3) Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian. Offered biennially Lawrence G. Jones

SL 343 (EN 512) Old Irish (S: 3) A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.

Offered triennially

M. J. Connolly

SL 344 Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Linguistic theories of meaning. M. J. Connolly

SL 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers.

Offered triennially

Lawrence G. Jones

SL 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian. Michael B. Kreps Offered annually

SL 350 Advanced Practicum in Spoken Russian (S: 3)

Effective use of the spoken language, including an introduction to simultaneous interpreting and the monitoring and transcription of Russian speech; specialized vocabularies. Conducted entirely in Russian.

Offered annually Marina V. Kreps

SL 352 Russian Literary Humor and Satire

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian.

Offered triennially

Michael B. Kreps

SL 353 Romantizm v russkoj literature (F:3)

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian.

Michael B. Kreps

SL 354 Bulgakov, Pasternak, Solzhenicyn

The religious, political, social and artistic features of eminent works among the voices of dissent in contemporary Russian literature, including Master i Margarita, Doktor Zhivago, and Odin den' Ivana Denisovicha.

Conducted entirely in Russian.

Michael B. Kreps

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 388 Senior Honors Project

Advanced Tutorial: Russian SL 390 Language

SL 391 Advanced Tutorial: Russian Literature

SL 392 Advanced Tutorial: Linguistics

SL 393 Advanced Tutorial: Chinese

SL 394 Advanced Tutorial: Slavic Linguistics

SL 396 Advanced Tutorial: Polish

SL 399 Scholar-of-the-College Project

SL 791 Russian Literature: Reading and Research

SL 792 Linguistics: Reading and Research

SL 794 Slavic Linguistics: Reading and Research

SL 888 M.A. Interim Study

Other courses in the Department's repertory, offered on a non-periodic basis, include:

SL 023-024 Elementary Japanese I/II

SL 027-028 Introduction to Modern Irish I/II

SL 053-054 Intermediate Intensive Russian I/II

SL 059 Readings from Russian Intellectual History

SL 065-066 Continuing Arabic I/II

SL 067-068 Continuing Modern Irish I/II

SL 223 Soviet Literature (in translation)

SL 225 Russian Folklore (in translation)

SL 226 Readings in Russian Short Prose

SL 229 Specialized Readings in Russian Texts

SL 231 Slavic Civilizations

SL 232 A Survey of Chinese Literature (in translation)

SL 235 Chekhov's Plays and Stories (in translation)

SL 236 A Survey of Polish Literature (in translation)

SL 237 Sounds of Language and Music

SL 305 History of the Russian Language

SL 312 The Indo-European Languages

SL 313 Structural Poetics

SL 314 Old Persian and Avestan

SL 315 The Czech Language

SL 322 The Structure of Modern Russian

SL 335 Early Russian Literature

SL 336 Seminar in Soviet Literature

SL 337 Comparative Slavic Linguistics

SL 338 Tolstoj & Solzhenicyn

SL 341 The Study of Russian Literature

SL 351 Topics in Linguistic Theory

SL 355 Linguistics and Computing

SL 356 Classics in Linguistics

Information on these courses and their availability may be received from the Chairman.

Sociology

Faculty

Visiting Professor Benedict S. Alper, A.B., Harvard University

Professor Severyn T. Bruyn, A.B., A.M., Ph.D., University of Illinois

Professor William A. Gamson, A.B., Antioch College, A.M., Ph.D., University of Michigan

Professor Jeanne Guillemin, A.B., Harvard University; A.M., Ph.D., Brandeis University

Professor Lynda Lytle Holmstrom, B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

Professor David A. Karp, A.B., Harvard College; Ph.D., New York University

Professor Ritchie P. Lowry, A.B., A.M., Ph.D., University of California at Berkeley

Professor David Horton Smith, A.B., University of Southern California; A.M., Ph.D., Harvard University

Professor John B. Williamson, Chairperson of the Department

B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Associate Professor Charles K. Derber, A.B., Yale University, Ph.D., University of Chicago

Associate Professor Paul S. Gray, A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Associate Professor Sharlene J. Hesse-Biber, A.B., A.M., Ph.D., University of Michigan

Associate Professor Seymour Leventman, A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Associate Professor Michael A. Malec, B.S., Loyola University; M.S., Ph.D., Purdue University

Associate Professor Stephen J. Pfohl, B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Associate Professor Paul G. Schervish, A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Associate Professor Eve Spangler, A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Associate Professor Diane Vaughan, B.A., M.A., Ph.D., Ohio State University

Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The sociological perspective in general and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

The Social Science Core requirement: This requirement may be filled by taking any courses numbered SC 001–SC 100; the themes of these courses are concerned with the many groups that the individual forms—families, tribes, communities, and states, and a great variety of social, religious, political, business and other organizations that have arisen out of living together. A course number SC 100 or below is a prerequisite for all higher numbered courses. When this prerequisite has been satisfied, higher numbered courses can fulfill the Social Science Core requirement.

Requirements for the major in Sociology:

1. Principles of Sociology, SC 100, is the first required course and is a prerequisite for all upper level courses. NOTE: Introductory Socio

ology (SC 001) can also fulfill this requirement, although Principles is *preferred*.

- 2. Statistics (SC 200), Social Theory (SC 215), and Methods of Social Research (SC 210); these may be taken concurrently with the six required electives. It is recommended that Statistics be taken before Methods of Social Research.
- 3. Of the *six* electives, *at least three* must be Level III (courses numbered 300–699).

Joint Master's Degree with a Sociology Major

Majors in Sociology have two (2) optional programs available which offer students the opportunity to earn two (2) degrees over a period of four (4) to five (5) *consecutive* years. These programs save the time and cost of one (1) or two (2) year(s) of graduate study.

Option 1: B.A. and M.A. in Sociology

The choice of this program must be made early (e.g. sophomore year), and some advanced placement, language requirement exemption, and/or summer school courses may be necessary to finish in four years rather than four and one-half or five years. (For details, consult Prof. Eve Spangler, Assistant Chair.) Option 2: B.A. and M.S.W.

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with a professional degree as a Master of Science in Social Work. The B.A. degree will be awarded with the student's undergraduate class, the Master's degree one (1) year later. The choice of this program should be made by Sociology majors in their Sophomore year so that the required course sequences and degree requirements can be fulfilled. (For details consult Prof. Paul Gray.)

Concentration in the Program for the Study of Faith, Peace, and Justice

Sociology Majors may participate in the Program in the following way:

A. Majors must apply for and be accepted into the Program. They must take the course UN 160, The Challenge of Justice, preferably in their sophomore year. This course and application procedures are described in the section of this Bulletin outlining the Program.

NOTE: Nonmajors are invited to consult with the Sociology Departmental Advisor to the Program regarding Sociology electives that satisfy the Program curriculum.

B. The general requirements for the major in Sociology must be fulfilled. Among these requirements are six electives, at least three of which must be at Level III (courses numbered 300–699). With the direction of the Departmental Advisor to the Program, students may choose to integrate a sequence of electives relevant to the Program such as:

Aging and Geriatrics
Anthropology
Criminology, Deviance, Social Control
Economic Development
Economy and Society
Gender Roles and Women's Studies
Medical Sociology
Marxist Political Economy
Minority and Race Relations
Stratification, Inequality, Poverty

C. In the senior year, all Program participants are required to take a seminar in which they develop a project for presentation.

Sociology 89 Arts and Sciences

Course Offerings

Core

SC 001 Introductory Sociology (F, S: 3)
This is a Core course in the Social Science area designed to provide the student with sociological angles of vision and hearing and feeling as they pertain to his/her own life and the lives of others around them. Focusing on American society, the student will study and analyze the obvious and the not-so-obvious features of our changing social institutions and should acquire both new insights and new critical perspectives. The Department

SC 003 Introductory Anthropology (S: 3) This is a survey course designed to familiarize students with basic concepts in social anthropology. These include traditional versus modern notions of the community, religion, eco-Jeanne Guillemin nomics, and politics.

SC 008 Marriage and the Family (F, S: 3) This course will analyze sociological theories and research on the family and singlehood with particular attention to (a) the family and the broader society; (b) the family and the life cycle (e.g., courtship, marriage, parenthood); (c) changing sex roles, and (d) alternatives to the present day family. Lynda Lytle Holmstrom

SC 015 Political Sociology (S: 3)

This course is an introduction to politics from the angle of society; that is, we will examine the social basis of politics. The focus is the interesting play that exists between social and cultural factors and politics. We will study political processes; fundamentally, the complex interaction between social actors, social and political institutions, and national culture.

Lisa Fuentes

SC 022 Crime in America (S: 3)

An introductory course in criminology which seeks for an understanding of criminal behavior in today's society. Subjects covered include: the extent of crime; theories of crime causation; origin of the law; and patterns of criminal behavior. Benedict S. Alper

SC 027 Legal and Illegal Violence Against Women (S: 3)

This course will analyze the use of violence and of the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed. Lynda Lytle Holmstrom

SC 028 Love, Intimacy and Human Sexuality (S: 3)

This course will draw on three sources: psychoanalytic theories of identity formation, sociological studies of marriage and family, and theories of gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, rejected, and mourned. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love. Jeanne Guillemin

SC 029 Latin American Politics & Society (F, S: 3)

This course analyzes the social, political, and economic transformations of several Latin American societies in the twentieth century. We shall conduct the analysis in two modes: (1) through the historical overview of change in the region; and (2) through the assessment of existing theoretical explanations of these transformations. This course is intended to give you a broad view of Latin American societies. The underlining objective of this course is to get you started in developing notions of how theoretical statements are formulated and how sociologists treat historical data. The most important activity of the course will be the systematic evaluation of the contrasting explanations of change in Latin America based on the histori-Lisa Fuentes cal evidence reviewed in class.

SC 030 Deviance and Social Control

This course represents a social and historical inquiry into the battle between the power of a given social order and its deviant others. It is a story of control and resistance within societies organized according to economic, heterosexist, racial, and imperial hierarchies. It is a story of madness, religious excess, and the pornographic violence of Western Man and "his" most powerful social institutions. It is also a narrative of the resistance of women, peoples of color, those who desire sex differently and those impoverished by the normal relations of a given social order of things in time. It is a story of how some of us come to know others as evil, sleazy, dirty, dangerous, sick, immoral, or crazy; and how the normative order to which we adhere is disrupted or destroyed by those who know it "differently." It is a sociological story of the relations between knowledge and power. Stephen A. Pfohl

SC 031 Deviant Groups (F, S: 3)

This course is an overview of deviant groups in society. Taking a variety of examples, from juvenile gangs to the Ku Klux Klan, from religious cults to underground groups, from free sex communes to social movement organizations, we look at why people join these deviant groups, how the membership is different, why such groups form, how they maintain their separateness, what they accomplish and how they relate to the larger society in which they exist. Lectures are mixed with class discussion David H. Smith and films.

SC 032 Business and Society (F, S: 3)

This course is designed for students interested in professional and business careers. We examine the changing role of professions and business in society, including issues in corporate governance, professional ethics, worker selfmanagement, and the social development of work systems in American enterprise. We will review current trends in corporate accountability, such as equal employment opportunity, occupational safety and health, government deregulation of industry, social self-regulation, environmental and consumer protection, ethical investing, social auditing, and the changing character of multinational corporations.

Fieldwork experience is encouraged for those who can find placements in the community to study companies or work systems that interest them or in which they hope to make a career upon graduation. The opportunity is available to keep a diary based on participant observation and to study the literature on a particular corporation or occupation.

Severyn T. Bruyn

SC 041 (BK 151) Race Relations (F: 3) An examination of race and ethnic relations in a mass society with emphasis on the minority

community, systems of power and domination, racial and ethnic ideologies in relation to processes of social change. Seymour Leventman

SC 049 Social Problems (F: 3)

This course will examine the connection between popular myths concerning social scientific paradigms about, and social problems related to, various social problems, such as war, poverty, political repression, addiction and crime. We will look for the reasons why so many private/public programs to resolve problems fail because of inappropriate myths and paradigms. We will also examine the usefulness of newly emerging and alternative interpretations and paradigms, particularly those which are radical critiques of traditional ones.

Ritchie P. Lowry

SC 051 Power in Contemporary Society

This course examines the types of power in contemporary society (force vs. authority); forms of power (charismatic, traditional, legalbureaucratic); and major historical changes (to knowledge and information manipulation). The special role of ruling elites and ruling classes in contemporary society is considered. Examples from political administrations, the CIA, the FBI, the military, local police, etc. are used. Major problems and possible responses, including the erosion of legitimacy, pluralist counter-trends, the redistribution of wealth, groupthink and aggression, and the role of the multinational corporation in developing nations are considered. Ritchie P. Lowry

SC 052 Issues in Economic Sociology (F: 3) This course revolves around the meaning and practice of money in the U.S. It analyzes issues such as poverty, wealth, inequality, corporations, employment, and unemployment, taking into account relations of power and normative meaning systems. In addition, the course reviews documents on the morality of money written by the Catholic Bishops, the Pope, and their various critics. Paul Schervish

SC 054 Sports in American Society (F: 3) Like many Americans, I grew up as (and still remain something of) a sports nut. When I later discovered sociology, a combination of the two was inevitable. The great contribution of sociology is that it forces us to look at ourselves and our society from different perspectives. In looking at sport sociologically, we will learn that sport is more than fun and games; it shapes and reflects our values; it is becoming a big business; it supports and distorts our schools; it brings us together and divides us. We will look at all of these topics and more. Michael A. Malec

SC 068 Education and Opportunity in America (S: 3)

This course offers a survey of American educational institutions from kindergarten to professional schools. It is focused on three major issues: 1) the subjective experience of schooling as it is constructed by its participants; 2) the dynamics of educational organizations as bureaucracies; and 3) the relationships among class inequality, educational achievement and economic opportunity. Eve Spangler

SC 079 Social Psychology: How Others Affect Us (F: 3)

This introductory course provides an overview of social psychology, which is the study of how a person's thoughts, motives, feelings and actions are affected by other people. Major topics covered include person perception, nonverbal and verbal communication, attitudes and attitude change, prejudice and discrimination, interpersonal attraction, helping behavior, aggression, social influence and conformity, group processes, organizations and the work place, territoriality and crowding. Theories considered are genetic theory and sociobiology, learning theory, cognitive theory, psychoanalytic theory, and role theory. *David H. Smith*

SC 084 Mass Media in American Society (F: 3)

The purpose of this course is to increase your understanding of how the mass communication system operates, of how and why media products take the form that they do, and of how public opinion is shaped by these products. The first half of the course shows how news is constructed and how the media frame the way we think about social and political issues. The second half shows how news production is organized in the United States and how this organization affects what we see, hear, and read.

William A. Gamson

SC 092 Peace or War? (S: 3)

An examination of the roots of war and paths to peace in the current era. The nuclear age has made it urgent for societies to find alternatives to wars for resolving differences. The first part of the course will examine the causes of contemporary wars, with a special focus on wars in which our own government is involved, such as those in Central America, Southern Africa, the Middle East, and Southeast Asia. The political, economic, and ideological sources of these wars will be explored. The second part will focus on how such wars can be stopped and avoided in the future. This will include consideration of how to eliminate the war-like policies of the major Superpowers, including exploration of the economic, cultural, and political changes required to reduce or prevent militaristic adventures so common today. The possibility and desireability of international institutions, disarmament or transarmament, a new economic global community, and changes in the structure of the nation state system will be examined critically.

Charles Derber

SC 095 Society and Nuclear War (F: 3) An integrated perspective on the threat and prevention of nuclear war. Assuming that education for prevention of nuclear war is one of the most important components of a contemporary liberal arts education and that an interdisciplinary perspective drawing on sociology, social psychology, political sociology, social psychiatry and social economy can provide a framework for understanding the origins of this critical problem and possible solutions, we will examine the development of the spiralling arms race and changing policy about nuclear war in relation to broader historical, political and societal events. The core of the course will be an examination of the current multi-faceted dimensions of the nuclear crisis, the consequences of nuclear war, and the debates regarding how best to prevent it. The effort will be not to avoid controversy but to provide students with the best education for approaching the contemporary debate. Charles K. Derber William A. Gamson SC 096 Aging and Society (F: 3)

This course provides an introduction to social gerontology with an emphasis on sociological issues. Among the topics covered will be: the demography of aging, the history of aging, the psychology of aging, the economics of aging, the retirement process, crime and the elderly, housing and living environments, the politics of aging, health policy, social security policy, intergenerational conflict, changes in family relationships over the life cycle, and personal adaptation to aging.

John B. Williamson

SC 097 Death and Dying (F, S: 3)

This course presents a sociological overview of the major issues, themes, and controversies in the death and dying literature. It should offer an opportunity to formulate and analyze your personal opinions on a number of these issues as well as expose you to some new ways of looking at them. Among the issues to be considered: historical trends in life expectancy, attitudes toward death (as reflected in language, humor, the mass media, literature, and the visual arts), cross-cultural and historical perspectives on death, the development of children's understanding of death, the death of a child, pregnancy loss and perinatal death, health care for the dying, patient-caregiver relationship, the response to AIDS, the social role of the dying patient, patterns of coping with lifethreatening illness, social aspects of last rites, the American funeral, bereavement, grief and mourning, truth telling and the terminal patient, the decision not to prolong dying, organ transplantation, the law and death (wills, the coroner, autopsies), suicide (theories of suicide, adolescent suicide, suicide prevention), immortality and near-death experiences.

John B. Williamson

Required for Majors

SC 100 Principles of Sociology (When offered, otherwise, SC 001 Introductory Sociology)

SC 200 Statistics (F, S: 3)

An introduction to statistics with an emphasis on the use of the Boston College computer facility, the use of the VAX, and programming in SPSSX. Statistical issues covered include measures of central tendency, measures of dispersion, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance. The course is organized around a series of short papers in which students are asked to carry out their own independent analyses of survey research data using the various statistical procedures presented in the SPSSX INTRODUCTORY STATISTICS GUIDE.

John B. Williamson

SC 210 Research Methods (F: 3)

This course is designed to acquaint students with the range of research methods used in sociological investigations and to evaluate their strengths and weaknesses; to understand some of the basic problems involved in the collection and analysis of data and to provide a more indepth treatment of field research techniques; and finally, to give students first-hand experience in carrying out a research project.

David A. Karp

SC 215 Sociological Theory (F: 3)
The development of theory from the class

The development of theory from the classical period of Marx, Weber, Durkheim, to contem-

porary schools such as functionalism, phenomenology, and exchange theory. Eve Spangler

Electives

NOTE: A course numbered 100 or below is a prerequisite for any course numbered 101 or higher.

SC 123 Juvenile Delinquency: Children in Trouble, Children in Court (F: 3)

Topics to be covered include: the special attributes of youth; historic attitudes toward childhood and adolescence; the specialized procedures of the juvenile court and corrections, theories and causation of delinquency, the female offender, prevention of delinquency, with special reference to community modes of treatment. A visit will be arranged to a juvenile court session.

Benedict S. Alper

SC 146 The American Economic Crisis and Social Change (F: 3)

Was the Stock Market Crash of 1987 a rerun of the Crash of 1929? Are we facing a Great Depression of 1990? In the new global economy, the United States is de-industrializing. American business can't produce cars, VCRs or motorcycles to compete with the Japanese. This course explores the reason why and looks at the kinds of basic social and economic change that are needed for the American economy to survive in the next decade. We shall consider the problems with management and how it must change, how to increase worker participation and control, how to regulate multinationals in the public interest and control investment to achieve both efficiency and social justice. The course will demonstrate that social justice and economic democracy are not only good business but essential to economic survival, with major implications both for relations between labor and management at home, in the relation between the US, Japan and the Third World. Charles Derber

SC 154 Medical Sociology (F: 3)

The course will discuss the social creation of disease and will analyze the medical system from the perspective of the sociology of work and occupations. Special emphasis will be placed on the structure and power of the professions; clinician-patient relationships, social meanings of health and illness; formal organizations (e.g., hospitals) within which medical work is done; and the impact of modern technology on medical treatment decisions.

Lynda Lytle Holmstrom

SC 155 Sport and Popular Culture (S: 3) From "The Discus Thrower" to "Rocky IV," from Mary Lou's face on a box of Wheaties to Rienfenstahl's "Olympia," sport pervades culture. Poets, sculptors and novelists use sport as a metaphor for society, while Madison Avenue, television networks and Jim Palmer use sport to sell us to the advertiser of commercial products. In this course we will examine images of sports as they are popularly used in our society, in other societies, and in other times.

Michael Malec

SC 184 Sociology of the Legal Profession (F: 3)

This course in the area of the sociology of occupations/professions is of particular interest to students who are "thinking about" or are committed to law school and a legal career. Against a background of some conceptual considerations regarding the professions, the course

studies the evolution of the legal profession in the United States. Special attention is then given to the social and psychological characteristics of those seeking admission to law schools, to the structure of legal education, to the academic and social processes involved in "making a lawyer" and to the selective processes that operate in the choice of a first job. Attention is also given to the work cultures of different types of lawyering, to the changing structures of the legal profession, and to some of the current and developing problems confronted by American lawyers. John D. Donovan

SC 225 (EN 125) (PS 125) Introduction to

Feminism (F, S: 3) See course description under Psychology Department listing. Marianne LaFrance

SC 242 (BK 242) Black Women and Feminism (F: 3)

An examination of the Black woman's involvement in the feminist movement, and of her resulting dilemma. The course will explore the issues of double discrimination, the matriarchy, over-achievement, male/female relationships, and fear of success. These themes will make the connections between the political priorities Black women must set when forced to choose between gender and race. A survey of the relationship between the Suffragette and other major American women activist organizations and Afro-American women will be offered. In understanding the complications of Black women seeking to attain their true womanhood, students will gain insight about how that impacts on the process of all American women. Amanda Houston

SC 250 (PL 259) (TH 327) Perspectives on War, Aggression and Conflict Resolution I (F, S: 3)

An exploration from an interdisciplinary perspective of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance. Rein A. Uritam

SC 268 (BK 268) (PL 268) The History and Development of Racism (F, S: 3)

A survey of the historical forms which racism has assumed in the United States and an identification of past and present strategies employed in opposing racism. Particular attention given to the "web of urban racism."

Horace Seldon

SC 278 (BK 278) The American Labor Movement and the Black Worker (F, S: 3)

This course will examine the intricate relationship between Black workers and the organized labor movement, the love-hate affiliation between labor unions and civil rights organizations, on the one hand, and their unity of purpose on the other; the successes and failures encountered.

Issues covered will include the development of separate Black labor movements, the use of Black workers as strike breakers, President Roosevelt's Executive Order 8802 in June 1941, and the present involvement of Blacks in the new municipal and white collar unions. Indepth attention will be given to the opposing philosophies of Booker T. Washington and W. E. B. DuBois, and the resulting impact upon the Black worker in America. Amanda Houston SC 299 Reading and Research (F, S: 3) Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom The Department

SC 334 Critique of the Criminal Justice System (F: 3)

This seminar aims to present students interested in law with a critical examination of the procedures in the criminal court, including arrest, jail and bail, the role of judge and jury, the adversary process, plea bargaining, mediation, restitution and victims' compensation, conviction and sentencing, probation, pardon and parole. Court visits and interviews with, and lectures by, practitioners in the field will be scheduled. The worth of the course is determined by the degree of participation of the students. Instructor approval required.

Benedict Alper

SC 338 Probation: Theory and Practice, I (F, S: 3)

This course provides students an opportunity for field work experience as volunteer interns in the Probation Office at a nearby District Court, where they serve as court aides and assistants to judges and to adult juvenile probation staff. A minimum of ten hours of service is required, together with appropriate readings and the keeping of a journal. Students are urged to plan to take the course during both semesters in order to derive maximum benefit from the experience. Written permission of instructor is required. Benedict S. Alper

SC 340 Internship in Human Services (F, S: 3)

This internship is designed for students who wish to acquire practical work experience in a human service or social policy agencywhether private, or governmental, childcare facility, etc. Students will have the primary responsibility for locating their own placement setting, however the B.C. Internship Program office in the Career Center can be of help. Students planning to take this course should meet with Professor Malec as soon as possible.

Michael Malec

SC 343 The Rip-Off Society (S: 3)

A critical inquiry into some of the illegal, inequitable and unethical practices of some of the major institutions in contemporary society, such as: the health industry, government, the military, banking, pharmaceuticals, the intelligence community, the defense industry, taxation, multi-nationals, the media, monopoly and anti-trust laws. Students will present the papers for discussion in the seminar. Benedict Alper

SC 358 Internship in Mediation, Restitution and Victim Compensation I (F, S: 3)

Settlement of disputes and conflicts outside of the traditional criminal court process by means of mediation, arbitration and restitution, is one of the fastest growing areas of the law. Restitution gives a new role to victims in criminal cases. This course provides students with an opportunity to see at first hand the operation of these programs in the Greater Boston area, and to participate in the conflict resolution process. One full day or two half-days a week are required. Permission of instructor is also required. Benedict S. Alper SC 365 Law and Society (S: 3)

This course is designed to acquaint students with the American justice system both as it is seen by those who work within it and from the point of view of the larger society. Topics discussed are: the origins of legal institutions, the relationship between different types of societies and different types of legal systems, the role of legal institutions in maintaining social order, the usefulness of legal institutions for promoting social change and social justice, the rise of administrative law. In particular, this course stresses that the justice system is what the people who work within it make of it. Therefore, the central part of this seminar is the study of occupations that constitute the legal system: legislators, judges, lawyers, police, prison guards, probation and parole officers, forensic psychiatrists, etc. Eve Spangler

SC 378 Introduction to Social Work (F, S: 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and modusoperandi of the settings in which social work is practiced. Regina O'Grady-Le Shane

SC 422 Topics and Issues in Criminology (F, S: 3)

This independent study course provides the students an opportunity to engage in a variety of projects (limited only by their interest and imagination) in both field and library research or as volunteer interns in a program or agency concerned with any aspect of crime and delinquency. Approval will be given to any wellplanned project which the student may care to pursue, after a review of the project by the instructor and periodic evaluations thereafter of student progress. Written permission of instructor Benedict S. Alper is required.

SC 439 American Society in the Vietnam Decade (F: 3)

An examination of American society as the first new nation and first mass society. Tracing the cultural and institutional foundations and developments of modern-day America, emphasis is on the structural roots producing the crises of the 1960's, the Vietnam Decade.

Seymour Leventman

SC 448 Racism and Ethnic Protest (F: 3) Students will select for study from among such topics as the history and ideology of the black liberation movement in the United States, comparative ethnic protest movements, apartheid and the color line in South Africa, affirmative action and economic development programs as recent strategies of minority group advancement, and the relationships between racism, sexism, and class inequality. The course also reviews sociological theory and tools for analyzing majority-minority group domination.

Seymour Leventman

SC 471 (HS 472) European Social and Economic History (S: 3)

See course description under History Department listing. James Cronin

SC 518 Symbolic Interaction (S: 3)

Students will read and discuss selected works of writers working broadly within a symbolic interactionist frame of reference. Attention will be given to the development of symbolic interactionist thought especially, but the general concern of the seminar will be on "conceptions of interaction and forms of sociological explanation." Writers to be discussed might include: Blumer, Garfinkel, Goffman, Mead, Weber, etc.

David Karp

SC 525 Medicine, Miracles and the Military (F: 3)

This course explores the hypothesis that modern medicine in America has been greatly influenced by military institutions and strategies. Case examples will be drawn from the Civil War, World War I, World War II, the Korean and Vietnam Wars, with emphasis on specific technological and organization innovations, cross-cultural and historical notions of mortality, morbidity, and the vulnerability and rehabilitation of the body will also be covered.

Jeanne Guillemin

SC 528 Concept of Evolution (S: 3)

This course is designed for students curious about stages of development of the world in which we live. We will look at the principles underlying evolution from the theoretical origins of the universe and the formation of particles, atoms, molecules, cells, organisms, and society. Our purpose is not to understand the technical dimensions of this development-studied separately in other departments of the university-but rather to examine the principles and the metaphors that help us understand the overall patterns and stages of change. We assume that the underlying explanation of the developing universe is social and symbolic. And we explore, briefly, the metaphysical idea that evolution continues in the development of new technology and extra-sensory perception. Severyn T. Bruyn

SC 531 Social Control/Post Modern (F: 3) A thematic seminar on theoretical, methodological and political issues related to the historical control of Otherness. Topics for this year concern social control and struggles for justice in post-modern society. An analysis of the control implications of the electronic image culture of advanced capitalism in relation to economic, heterosexist, racist and imperial hierarchies. A reconstructive reading of key fictional and social-scientific texts related to the narrative structuring of a society dominated by mass mediated image making. A consideration of strategies of resistance and social change.

SC 532 Images and Power (S: 3)

A critical examination of contemporary image making. An exploration of the social production, meaning and uses of art in modern and post-modern society. Particular attention to the relationship between visual imagery and the politics of class, race and gender; art in the age of mechanical reproduction (i.e., photography, film and video); sex and reproduction in the

age of mechanical art; the avante-garde and "anti-art," dada and the like. Stephen Pfohl

SC 544 International Organization (F: 3)

This course is designed for students interested in the social and political structure of world affairs. We will examine the role of world law, world government, a world court system, multinational corporations, the world organization of churches and other types of international organizations that bear on the issues of war and peace. While some students may be interested in exploring the complex structures of

one such organization, the focus of the course will be on their interrelationships, their comparative structures, their normative life, and their conjoining influences as they serve potentially to lay the foundation for a world community.

Severyn T. Bruyn

SC 548 Alternatives to War (S: 3)

An intensive examination of the political economy of militarism and war, and the social and political conditions necessary to ensure a stable, global peace. The first part of the course will explore the roots of war in the nation state system, the domestic and international economy, and the contemporary forms of Superpower hegemony. There will be consideration of the relations between war and forms of economic, political, racial and gender-based domination. The second part of the course will examine the political, economic and cultural changes required to achieve a peaceful international order. It will examine both short-term changes in Superpower militarism and the long-term structural changes in the state system, military force postures, the domestic structures of social domination, and the inequities of the global economy required for a Charles Derber "peace system."

SC 549 Social Theory and Social Policy (F: 3)

Starting with the assumption that most previous social programs have failed for a variety of reasons, this seminar will explore the reasons for failure and possible alternative responses. For example, existing social theory may be inadequate or lacking. Social programs may become politicized. Special programs may create greater problems than those which they were designed to resolve. Are there new, more democratic, and responsive ways of building social policy in order to assist people to cope with and respond to the problems influencing them? The seminar will share experiences and views concerning these issues. *Ritchie P. Lowry*

SC 550 Important Readings in Sociology (S: 3)

Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology. Throughout the semester, discussion will center on the characteristics of these important researches. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas.

David A. Karp

SC 555 Senior Honors Seminar (F: 3)

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus which is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

Paul S. Gray

SC 556 Seminar Honors Seminar (S: 3)

The Department

SC 561 Maternal and Child Health and Public Policy (S: 3)

This course deals with national and community-level problems in maternal and child health and government approaches to their solution. Material will be presented on other industrial societies and developing nations. The history of the United States legislation of child health programs is covered, with special refer-

ence to Medicaid, child abuse, teenage pregnancy, abortion counseling, and Baby Doe rulings. *Jeanne Guillemin*

SC 563 Women in Politics in Latin America (F: 3)

The purpose of this course is to explore the condition of women in Latin America. We will discuss the role that women play in politics and how their lives are distinctly affected by political processes, for example, the existence of democratic regimes or military ones. Finally, we will contrast the experience of women in Latin America to that of women in the United States and Europe in order to understand broader social factors that affect gender inequality and our perceptions and attitudes about it.

Lisa Fuentes

SC 564 Seminar on the Sociology of Medicine (S: 3)

This seminar will focus on student research projects in the area of medical sociology.

Lynda Lytle Holmstrom

SC 577 Desire in Narrative (S: 3)

This seminar will explore the challenge of post-structuralism for sociological theory and practice. Of particular concern is the historical materiality of desire within the heterosexist, racist and imperial confines of the advanced Capitalist West. What mythic stories or ritual narrational practices of power and knowledge constitute the hegemonic construction of what's real and what's "other." How might such practices be deconstructed, resisted and transformed? Participants will be asked to consider texts by George Bastaille, Helene Cixous, Roland Barthes, Michel Foucault, Jacque Lucan, Julia Kristeva, Luce Iragary, Catherine Clement, Jacques Derrida, Gaytri Spivak and Jane Gallop, Arthur Kroker, Kathy Acker and Teresa DeLauretis. Specific attention to the implications of an activist post-structuralist engagement for Marxism, feminism, psychoanalysis and struggles for justice within the political-economy of post-modern society.

Stephen Pfohl

SC 578 Corporate Responsibility and Social Policy (S: 3)

Contemporary capitalism is in crisis as a result of the general lack of social responsiveness on the part of the corporate executives, shareholders, investors, and other economic constituencies. In response, movements have arisen in recent decades to respond to this crisis, including: socially responsive investing, shareholder and consumer action, and corporate training in ethics. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

Ritchie P. Lowry

SC 582 Transition to Socialism (S: 3)

The purpose of this course is to review the major theoretical and conceptual issues of the transition from capitalism to socialism. It does so mainly but not exclusively within the neo-Marxist framework. Although based on the fundamental insights of Marx, the neo- or critical-Marxist perspective incorporates both the historical developments in capitalism and socialism since Marx's time and the theoretical debates within non-dogmatic Marxist theory.

Paul Schervish

SC 590 Politics, Class and Patterns of Development in Latin America (S: 3)

This course compares patterns of economic and political transformation and the nature of middle class politics in Argentina, Brazil, and Mexico. We will explore the interaction among key social actors, the political system, and the economic sphere within an historical perspective. Our primary focus will be on examining the contrasting political experiences of sectors of the middle class in these societies. The course is organized around four main themes: (1) the general theories of development and the general problematic of the state in late developing and dependent societies; (2) theses of debate on the middle class and their applicability to the Latin American reality; (3) social class and politics; and, (4) historical transformation of the middle class in a comparative Lisa Fuentes perspective.

SC 648 (MB 648) Management of Technology (S: 3)

See course description under School of Frank Dubinskas Management.

Speech Communication and Theater

Faculty

Associate Professor Donald Fishman, B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Associate Professor J. Paul Marcoux, Assistant Chairperson of Theater Studies B.S., Fitchburg State College; M.Ed., Boston University; Ph.D., Northwestern University

Associate Professor Marilyn J. Matelski, Assistant Chairperson of Communication

A.B., Michigan State University; A.M., Ph.D., University of Colorado

Associate Professor Dorman Picklesimer, Jr., Chairperson of the Department A.B., Morehead State University; A.M., Bowling Green State University; Ph.D.,

Indiana University Assistant Professor Stuart J. Hecht, B.A., University of Michigan; M.A., Ph.D., Northwestern University

Assistant Professor Elena Ivanova, M.F.A., University of Leningrad

Assistant Professor James F. Kenny, B.A., Montclair State College; M.S., Syracuse University

Assistant Professor Cathy Packer, B.A., University of North Carolina; M.A., Ph.D., University of Minnesota

Instructor Ann Marie Barry, B.S., M.A., Salem State College; M.S., Ph.D. (cand.), Boston

Instructor Dale A. Herbeck, B.A., Augustana College; M.A., Ph.D. (cand.), University of

Lecturer Gail Ann McGrath, A.B., Heidelberg University; A.M., Bowling Green State University

Program Description

The Department of Speech Communication and Theater offers a major for undergraduates in two main areas: Communications and Theater Arts.

Majors in Communications must complete eleven courses (33 hours) in their program of study. SA 050, Formal Speaking in Public, and SA 106, Principles of Communication, are required for all students. Majors may complete the remaining nine courses in an elective fashion by selecting courses that meet their interest and objectives. Communication majors will be permitted to take only two courses in Theater to be counted as a part of their eleven required courses for the major. These two courses are SA 141, Oral Interpretation of Literature, and SA 316, Media Lighting. Only courses in Communications that are numbered between 001-099 may be used to satisfy the University Core requirement. These courses are SA 025, SA 050, SA 090, and SA 095. The Department offers an honors program in Communications that begins in the second semester of a student's junior year. The honors sequence is a two-semester program. The first semester (second semester of the junior year) deals with data collection, research design, and framing research questions. The program culminates with the writing of a senior honors thesis during the first semester of the senior year. Students who wish to participate in the Department's honors program/should have a cumulative grade point average of 3.4. The Department also encourages qualified students to enroll in the internship program in mass communications. The internship program is open to all Communication majors who have achieved a cumulative grade point average of 3.0 or better, and who have completed the prerequisite course work. (Prerequisites: SA 050, SA 106, and relevant courses in the area of interning. A minimum of six Communication courses must be completed before attempting an internship.) Majors usually begin their internships in the first semester of their senior

The Theater program in the Department is designed to introduce students to a wide range of knowledge associated with the various arts and crafts of theater as well as the theory, history, and criticism of drama. SA 075, SA 076, SA 143, SA 144, SA 145, SA 146 and SA 556 are required courses for all theater majors. Sixteen credit hours or more may then be selected from the following four areas in the curriculum: (1) Performance, (2) Theater Production, (3) Theater History, Criticism, and Literature, (4) Advanced Theater courses. At least 2 courses must be chosen from the Performance area, and a student must have junior status before enrolling in the Advanced Theater courses. Theater majors will be allowed to take two Communications courses towards fulfilling their Theater requirements. It is strongly urged that majors meet with a faculty advisor in Theater as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities. Majors may pick up a complete description of the program from a theater faculty member or in the Departmental office.

It should be noted that only certain theater courses may be used to meet University Core curriculum requirements in the humanities. These are: SA 070, SA 075, SA 076, SA 077, SA 079, and SA 141.

Beginning with the class of 1991, no student who has reached junior status, and who has not completed a minimum of two courses in Communications, will be allowed to add a major in Communications.

Students interested in enrolling in a concentration in Speech Pathology and Audiology are encouraged to contact the Department of Special Education in the School of Education. That office can provide a course sequence which is designed to prepare students for graduate work in Speech Pathology and Audiology.

Course Offerings

Speech Communication Basic Theory and Performance Courses

SA 025 Introduction to Communication (F:

This is a survey course designed to introduce students to the four main divisions in communication studies. Attention will be devoted to pivotal concepts in oral communication and the practical application of theoretical concepts. Open to freshmen only. This is a Core course. The Department

SA 050 Formal Speaking in Public (F, S: 3) This course is intended to be an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course also is given to various modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance as well as theory course. This course is required for all communication majors. This is a Core course.

The Department

SA 090 Elements of Debate (F: 3)

The course is designed to be an introduction to the theory and practice of debate. Emphasis is placed on the nature of the resolution, developing arguments, collecting supporting evidence, constructing cases and positions, cross examination, refutation, and rebuttal Dale Herbeck techniques.

SA 101 Theory and Practice of Argument (F:3)

Argumentation is an art of inquiry and advocacy, calling for the exercise of judgment by someone. It involves "establishing" claims by adducing "reasons" for them. So long as the standards of proof and evidence remain uniform, the requirements of such proof are unlikely to be controversial. When such standards are not uniform, or are not uniformly accepted, however, the requirements of proof itself become a subject of contention. This course considers the nature of these standards and how they vary across different fields of Dale Herbeck argument.

SA 103 Elements of Persuasion (S: 3) How and why audiences are persuaded to accept a speaker's viewpoint with experience in applying principles to classroom speaking Donald Fishman situations.

SA 104 Interpersonal Communication (S:

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one to one) communications to formal situations. The course is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and non-verbal communication techniques are stressed.

Dorman Picklesimer, Jr.

SA 106 Principles of Communication (F, S:

This course is designed to explore recent findings in communication theory. Emphasis in the course will be placed upon approaches to theory-building and theories of mass communication. Special attention also will be given to the principles of broadcast regulation, media and social change, and theories of group communication. This course is required for all communication majors. Donald Fishman James Kenny

SA 107 Voice and Articulation for the Electronic Media (F, S: 3)

Especially designed for students interested in radio and television performance, this course focuses on all aspects of voice production. Attention will be given to clear and accurate articulation which observes the General American standard, rate, pitch, intensity, and tone. Extensive use will be made of tape recordings for practice, self-analysis, and instructor evaluation. The International Phonetic Alphabet will be employed as the basic tool.

This course is not appropriate for individuals with specific speech handicaps. It is designed to develop a level of vocalization acceptable for the professional. Gail Anne McGrath

Advanced Courses

SA 205 Campaign Rhetoric (S: 3)

This course is taught in the fall of each presidential election year. The course focuses on the rhetoric used by presidential and congressional candidates. Emphasis in the course is placed upon (1) campaign debates (2) developing and defending issues (3) the relationship between candidates and the media (4) the rhetorical strategies and tactics employed by candidates to appeal to the public.

Gail Anne McGrath

SA 207 (BI 207) Science and The Media (F:

Prerequisite: A course in the Natural Sciences is required.

In this course, students will learn how the media presents scientific information in newspapers and magazines. Articles on scientific progress in disease (e.g., AIDS, cancer detection and treatment, etc.) and other scientific areas (e.g., the validity of IQ test scores, archeological discoveries of ancient cultures, etc.) will be analyzed. The student will learn to interview a scientist, and to present oral and written reports on scientific areas of their choice. The course will give the student the background to learn to write and deliver oral reports on science for newspapers and television.

Jolane Solomon

SA 212 Freedom of Speech, Press and Association (S: 3)

Students will survey limitations on free expression which are operative in American society, and consider the historical, philosophical and legal background of such limitations. Attention is focused on the free speech theories which have emerged in the 20th century decisions of the U.S. Supreme Court. During these years of political disputes and economic crisis, the individual's freedom of expression in the public forum will be investigated. The Department

SA 213 Media Law (S: 3)

This course will examine the constitutional and regulatory framework controlling the electronic media. Emphasis will be placed on the philosophical premises underlying the system of freedom of expression as well as the current operational difficulties. Attention will be focused on topics dealing with (1) legal protection in broadcasting news and opinion (2) the right of access to the media (3) standards for judging the public interest and (4) cable television. William Rooney

SA 216 The Reporter and the Law (F: 3) This course is designed to educate future professional communicators in their legal rights to gather, prepare, and disseminate news and public information and to suggest guidelines for ethical practice. Major U.S. Supreme Court cases in the areas of libel, privacy, and access to information, among other areas of the law, are examined. The Department

Advanced Course Work in the Media

SA 449 Advanced Television Production (F, S: 3)

This course will deal with the study and practice of television production, and will evaluate programs from conception to broadcast. Special emphasis will be placed upon the concept of visualization and creative design. The economics of television production and budgeting will be discussed as integral parts of program Marilyn Matelski development.

SA 451 Advanced Television Scriptwriting

Prerequisite: SA 332 or permission of the instructor

This course is designed to explore writing techniques for dramatic and non-dramatic formats in broadcasting. Considerable emphasis in the course will be placed on effective writing techniques: (1) gaining and sustaining attention, (2) maintaining plausibility, (3) achieving clarity, (4) the elements of a plot, and (5) the functions of dialogue. Special attention also will be devoted to adapting scripts based on other works, docudramas, and the unique demands of the broadcasting medium.

James Kenny

SA 452 Advanced Advertising (F, S: 3) Prerequisite: SA 440, Introduction to Advertising

This course is designed as an exploration of advertising copy and layout design and production in a variety of media formats, including: black-and-white and color magazines, newspapers, and catalog advertising as well as outdoor posters, direct mail, and radio scripts. Students will produce their own advertisements from thumbnail sketch to comprehensive layout and develop a comprehensive creative advertising campaign for inclusion in an advertising portfolio. Limited enrollment course. Ann Marie Barry

SA 453 Advanced Journalism (F, S: 3) Prerequisite: SA 323 Introduction to Journalism Building upon the principles taught in Introduction to Journalism, students will learn to gather information and write about complicated subjects. This course focuses upon feature writing for newspapers and magazines. Weekly story assignments, regular newspaper reading, and leaving campus to cover stories are required. Maureen Goss

SA 466 Debate Practicum (F, S: 1) Prerequisite: Knowledge of contemporary debate practice, participation on the Debate Team, and permission of the instructor. Advanced discussion and analysis of contemporary debate theory with an emphasis on paradigms, topicality, counterplans, trends in debate, and other specialized topics. Dale Herbeck

SA 520 Media Workshop I (F, S: 3) This program is open to communication majors in their senior year only and provides them with partial internships in the media, including radio and television stations, newspapers, advertising agencies, periodicals and various areas of the film industry. In a few instances internships in media-oriented public relations firms are available.

Dorman Picklesimer, Jr.

SA 521 Media Workshop II (S: 3)

Additional apprenticeship training in the media is available for departmental majors for a second semester. Dorman Picklesimer, Jr.

SA 590 Introduction to Honors (S: 3)

Under this new arrangement, students wishing to participate in the Department's program in honors during their senior year will participate in this preparatory course in the second semester of their junior year. The professor who will handle this preparatory course will review re-search techniques, deal with scientific sampling and guide students in selecting a project which can be properly researched and reported in the first semester of the senior year. Each junior in the class will fully outline his or her proposal, select appropriate methods of inquiry and report probable sources before the course ends. Students who complete this preparatory course successfully may move on to SA 591 which is scheduled for the first semester of the senior year. Students entering honors must have a cumulative grade point aver-Donald Fishman age of 3.4.

SA 591 Honors Program in Communications

Candidates for Department honors are those who have done high level work in SA 590. During the first semester of their senior year these students, with the guidance of a faculty member, will complete the proposal drawn in the previous course. Donald Fishman

Dorman Picklesimer, Jr.

SA 597 Readings and Research in Communications (F, S: 3)

Students are not encouraged to employ this course for anything but a very specific program, which must be approved by a faculty member.

Theater

SA 070 Introduction to the Theater (F, S:

A survey course for non-majors; its major aim is to impart an appreciation of the theater as an artistic and humanizing experience. There will be discussion of the various elements which contribute to the development of theater as an specialized art form: historical and cultural influences; staging styles and techniques and the multiple genres of dramatic writing. This is a Core course. Joseph M. Larkin, S.J.

SA 074 The Dramatic Experience (F, S: 3) A general course principally for non-majors which emphasizes factors influencing form and content in dramatic literature. Attention is also given to director's, actor's and designer's roles in modern theater practice. Several plays from different periods are discussed and attendance at the live theater is expected. Three short papers and two exams are required. This is a Core course. J. Paul Marcoux

SA 075 History of Theater I (F: 3) This course follows the simultaneous develop-

ment of the actor, playwright, architect and director from the Egyptian theater through to the Elizabethan and Jacobean theater. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theater in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age. Given the range and detail of the material, lectures form the core of the class. In addition to mastering lecture material, students are expected to read a series of primary source materials, including plays. This is a Core course.

Stuart Hecht

SA 076 History of Theater II (S: 3)

This course is a continuation of History of Theater I. It, too, follows the simultaneous development of the actor, playwright, architect, and director, but takes the story from the year 1642 on to the present. The course will also study the development of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theater in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age. This is a Core course. Stuart Hecht

SA 077 Modern Theater (F: 3)

In one sense, the purpose of the class is to review the development of modern drama, from its roots in Ibsen through to the present. In order to do this we will read some ten to twelve plays, including works by Ibsen, Chekhov, Shaw, O'Casey, Brecht, Pinter, Beckett, O'Neill, Shaffer, Simon and either Shepard or

In another sense, this is a class in learning how plays work. We will examine each play's dramatic structure and consider how exactly form (style) reflects content. In all cases, we will consider each work's thematic content and the implications of performance elements. This is a Core course. Stuart Hecht

SA 079 (CL 202) Classical Greek Drama in Translation (S: 3)

The course will present Classical Greek Drama in its religious and social context, the early forms of the theater and its subsequent development, the realia of the stage, what can be learned about ancient performances from the evidence of history, art and archaeology; it will review the transmission of the texts of the plays to this day and attempts at re-enactment of the plays through contemporary performance; it will attempt to compare this type of drama with later developments. It aims at illustrating some of the values and riches of classical literature and civilization, which constitute a common heritage for the Western world. This is a Core Course. Dia M.L. Philippides

SA 141 Oral Interpretation of Literature $(\mathbf{F}: 3)$

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication. May be credited toward the major in Communications.

J. Paul Marcoux

SA 142 Theater of the Mind: Group Performance of Literature (S: 3)

An advanced offering in the oral interpretation of literature, this course will stress group performance of a variety of imaginative literature in several modes. Reader's theater will be examined as a major performance technique; chamber theater, choric interpretation and newer forms of group interpretation will also be studied. The relationships existing between literary analysis and group performance will receive considerable attention. A public recital will climax the course.

Will be offered 1989-90. J. Paul Marcoux

SA 143-144 Elements of Theater Production (F: 3-S: 3)

In this course the major emphasis is placed on the practical application of theater technology. Classroom activity will be composed of an investigation of the theory and practice of technical theater production. The first semester will include a study of the physical theater, drafting for the stage, stage costume and makeup. The second semester will include a study of color, painting, properties, lighting, and sound. Elena Ivanova

SA 145-146 Theater Production Labs I and II (F: 3-S: 3)

Laboratory required of all students enrolled in SA 143 and SA 144. One three-hour period The Department

SA 250 Theater Management

This course is designed for students with a joint interest in management and theater production. It will focus on box office procedures, accounting, promotion and advertising techniques, public relations, audience development and related concerns of the theater administrator. There will be opportunities for internship experience in conjunction with the major productions in the Robsham Theater and in professional theaters in Boston. Howard Enoch

SA 252 Creative Dramatics (F: 3)

Creative Dramatics is a discipline of theater and education which concerns itself with informal dramatic activity for children. Students will be trained to become creative dramatics leaders skilled in the use of improvisation, pantomime, movement, storytelling, and puppets. In-class workshops, emphasizing spon-

taneity and imagination, will be used to develop and reinforce these skills.

Joseph M. Larkin, S.J.

SA 302 Principles of Acting (F, S: 3)

Students of this course will be auditioned in the first two weeks to determine the type of acting experiences most appropriate to individual needs and experience. The class will then be divided to provide a degree of flexibility. Groups will work independently on concentration, observation, sense recall and related principles. On occasion, groups will re-form for special projects such as voice and body work, preparing a role and rehearsal techniques. The course does not pre-suppose acting experience but does take for granted a sincerity of purpose in learning about the actor's craft as well as the actor's art.

Permission of instructor required.

Elena Ivanova

SA 303 Acting Workshop (F, S: 3)

This course pre-supposes some exposure to the actor's art and craft. As with SA 302 (Frinciples of Acting), the class will be divided to promote unity of aim and perception. The emphasis will be on scripted materials with scene work the major means of developing believability in a variety of roles. The student should be reasonably conversant with a wide spectrum of dramatic literature. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable time and energy to their own development as performers.

Permission of instructor required.

J. Paul Marcoux

SA 306 Play Direction I (F: 3)

A course in the fundamentals of script analysis, blocking and interpretation. Students learn through both lecture and practical application the basic skills which constitute the director's craft. Each student will direct four in-class scenes, each designed to master a separate aspect of the directorial discipline. In addition to scene work, the student is expected to write several brief papers outlining his or her conceptual and practical directorial approach to chosen works. Although not required, previous acting or other stage experience is strongly recommended. Stuart Hecht

SA 307 Play Direction II (S: 3)

This course is built upon the foundation of skills and knowledge developed in Play Direction I. The student will here further refine skills acquired in the first course, and will also gain an understanding of the theoretical aspects of the director's craft.

Permission of instructor is required.

Stuart Hecht

SA 309 Design for the Theater

This course will provide the student with the basic principles of theater design. The theoretical aspects of the course will deal with major historical periods from ancient Egypt to the beginning of the 20th century. The student will be required to translate this theoretical knowledge into a practical application for a particular play, opera, or ballet. This course will also include a study of the techniques of rendering design in various media as well as working with three-dimensional models. The course is recommended for fine arts majors, theater majors and other students with an interest in design. Elena Ivanova SA 310 Playwriting (F: 3)

This is a laboratory course dealing with the basic elements of the playwright's art. Students will learn how to write for the stage, as opposed to the page. They will also study the range and function of a variety of dramatic forms. A fully developed short play will be required. Some of these may be given a public production.

Will be offered in 1989–90. Stuart Hecht

SA 312 Performance Workshop (S: 3) This laboratory course will be directly related to one of the regularly scheduled Mainstage productions of the University Theater. Its actual content will vary depending on the needs of a particular production but will always be aimed at improving the performance skills of actors, singers, and dancers who have been cast in that production. Extensive individual and small group work will be expected over and above the ordinary rehearsal requirements. Training sessions will be demanding and progress will be carefully monitored in order to insure that individual performers are realizing their full potential. The emphasis throughout is on developing a professional attitude toward performance as an integral part of the academic study of theater. Specific permission of the Assistant Chairperson for Theater Studies is required. J. Paul Marcoux

SA 315 American Theater and Drama S: 3) What is the relationship between American theater and society? How has America's theatrical and dramatic development paralleled its larger cultural development? This course will attempt to trace American theater and drama from its inception through to the present, from Tyler to Belasco, and from O'Neill to Mamet. Special emphasis will be placed on how the plays and their production reflect America's changing social, political, and cultural concerns.

Will be offered in 1989–90. Stuart Hecht

SA 316 Shakespeare On The Stage (S: 3) William Shakespeare wrote his plays to be performed. Consequently, the most effective method of understanding his work is through performance. Lectures will describe the condition of Elizabethan England and its theater, providing a larger social and historical context in which to view the playwright and his work. The class will read, analyze, and discuss some ten to twelve Shakespearean plays, including his comedies, tragedies, history plays, and the Shakespearean plays, including his comedies, tragedies, history plays, and the so-called "problem plays." Students will also be expected to perform scenes from Shakespeare's plays, not to show off their acting skills, but rather as a means to explore how each play actually works. Stuart J. Hecht

SA 347 Movement for Theater (F: 3) Through warm-up exercises, discussion of design, time, and motivation, and individual problem solving, the student will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. We will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a relaxed center, we will try to experience greater freedom

of the voice and interpretive expression. The course does not require previous experience. Will be offered in 1989–90. Pamela Renna

SA 349 Speech for the Stage

Emphasis in this course is placed on the proper execution of speech in conjunction with theatrical characterization. Personal development of good speech habits will be encouraged. In addition, theory and practice of the analysis of vocal demands for theatrical characters is pursued in great detail. The theory of phonetical analysis of dialect, the use of vocal range, and the control of the speech instrument are also among the key areas of concern in this course.

Alice Mamarchev

SA 358 Elements of Dance (S: 3) This course is designed to develop the student's knowledge and experience of Dance as an art form. Dance technique (ballet and modern), composition, philosophy, history, aesthetics, as well as design will be included. No previous dance experience is necessary but students will be expected to participate in all aspects of this course. Will be offered in 1989–90.

Robert VerEecke, S.J.

SA 361 Media Lighting (F: 3)

The theory of illumination for the arts is explored in its fullest implications. Theater, dance, cinema, video, photography, and rock and roll lighting will be used as examples of the art of creative illumination. As an art form and a practical science, media lighting presents a complex subject for detailed investigation. Some drafting ability and practical experience in one of the areas previously mentioned is desirable as background for the course. May be credited toward the major in Communications. Will be offered in 1989–90. The Department

SA 455 Costuming for Theater (S: 3)
This course is a practical study of the the

This course is a practical study of the theory, history and execution of theatrical costuming. In the area of theory, subjects such as draping, cutting, and pattern drafting are included. A careful study of the historical development of costuming as well as the role of historical accuracy in current theatrical productions is a key portion of the course. Finally, an important part of the course is the practical experience gained by participating in the design and execution of costumes for University Theater productions.

Will be offered in 1989–90. Elena Ivanova

SA 459 Dance: History and Performance (F:

This lecture-lab course offers the experienced dance student an opportunity to explore in depth dance as an art form. Through readings, films and concerts, the student will be exposed to the various periods of dance: Renaissance, Romantic, Classical, Modern, and Contemporary. Students will be expected to choreograph and perform their own works as well as those of professional choreographers.

Robert VerEecke, S.J.

SA 463 Ritual and Performance (S: 3) Theater and dance have their roots in ritual and religious expression. Using the elements of ritual, (myth, story, movement, dance and music) this course explores the performance experience. Primitive myth and ritual, Greek theater, Liturgical drama and dance, Musical theater with ritual elements, will be studied and worked with to deepen the student's expe-

rience of ritual and performance. The course is open to all who are willing to develop or discover their performing skills in theater and movement.

Robert VerEecke, S.J.

SA 464 Experimental Theater (F: 3)

An intensive study of several European playwrights who have helped to establish trends in the contemporary theater. Major emphasis will be on the work of Brecht, Beckett, Ionesco, Genet and Pinter. Some attention will also be given to the experimental work of Grotowski, Brook, Chaikin, Beck and others. The course will critically examine movements such as theater of the absurd, theater of the grotesque, theater of cruelty, theater of ritual, and others. Will be offered in 1989–90. J. Paul Marcoux

SA 506 Theater Practicum (F, S: 3)

A tutorial designed for theater majors, this course provides an opportunity for the serious student who wishes to pursue a creative project to its conclusion. The project must be approved by the theater faculty and is restricted to acting, directing, designing or production stage managing. Goals are established jointly by the student and a member of the theater faculty and performance is the usual final criterion for evaluating the student's work. Proven ability in the project area is a prerequisite; permission of the theater faculty is required.

J. Paul Marcoux

SA 556 Senior Seminar in Theater (S: 3) Restricted to and required of senior theater majors and co-majors, this course has three main objectives: 1) to synthesize the undergraduate program in theater; 2) to further explore the inter-relatedness of the various aspects of the theater and the theater experience; 3) to actively participate in a major research or performance project which will be directly related to the student's career goal. Junior majors may be admitted if they have completed all theater course requirements. Permission of instructor required in all cases.

Joseph M. Larkin, S.J.

SA 592 Honors Program in Theater (F: 3) Candidates for the department Honors program are selected in the first semester of the senior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval. Those who complete this preparation successfully may move on to SA 593 which is scheduled for the second semester of the senior year.

J. Paul Marcoux

SA 593 Honors Program in Theater (S: 3) In this course students undertake the necessary research and investigation demanded by their project. They then submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

J. Paul Marcoux

SA 598 Research and Reading in Theater (F, S: 3)

Prerequisite: Senior standing and 12 credit hours in theater.

The Department

Mass Communication

SA 234 (BK 234) Blacks in the Electronic Media (F: 3)

Media both shapes and reflects perceptions of reality. This course examines the roles and images of Blacks in radio and television. It examines Black participation in the radio and television industries in front of and behind the cameras and microphones. In addition, it examines the nature of the images of Blacks communicated by the major media.

Fahamisha Patricia Brown

SA 319 (CH 151) The Application of Science: Communication (F: 3)

This course is designed primarily for those not majoring in the natural sciences. The aim of the course is to acquaint the student with the principles and the devices of communication technology. Electromagnetic theory will be explained and the operation of devices based on the theory will be described The following will be main topics: Telegraph, Telephone, Radio, Sound Reproduction, Television, Semiconductors and Lasers.

Through individual projects each student will explore the role of communication technology in a field of his or her own interest. A previous science background is not necessary for the understanding of this course. All basic concepts underlying the technology will be explained without the use of mathematical formalism. This course is applicable to the University Core requirements. Paul Davidovits

SA 320 Mass Media in the 20th Century (S:

This course will examine the nature, scope, and function of the mass media in America. Attention will be placed on both print and the electronic media, and an attempt will be made to formulate rhetorical interpretations about the impact of the media on various segments of American life. Special emphasis in the course will be devoted to international issues, propaganda, and differences between new and old journalism. Consideration also will be given to the broader themes that are raised by transformations in the media during the 1980s.

Marilyn Matelski

SA 321 Introduction to Radio (F, S: 3)

Areas to be studied include: audio theory, production techniques, radio station operation and radio programming. Practical experiences center on audio production and performance and commercial writing. Marilyn Matelski

SA 322 Introduction to Television (F, S: 3) This course has two purposes: to acquaint the student with the tools and techniques of television production, and to provide an overview of the broadcasting industry in the U.S. To pursue the first of these, a significant portion of the course will be devoted to student productions in the Boston College television facility. Regarding the second, areas to be studied include: history and regulation of the television industry, broadcast programming, writing for television, television criticism, and new commu-James Kenny nications technologies.

William Stanwood The Department

SA 323 Introduction to Journalism (F, S: 3) An introduction to reporting for the print media, this course examines (1) techniques of interviewing and observation, (2) the news value

of events, and (3) the organizational forms and writing styles used by newspapers. Course work includes weekly story assignments. Students will be expected to leave campus to pursue a story and to read a newspaper daily.

Maureen Goss The Department

SA 324 Introduction to Public Relations (F, S: 3)

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, how companies manage at time of controversy (Tylenol, etc.), non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis also will be placed on developing proper writing techniques for public relations. Included among the writing assignments will be a press release, planning statement, contact sheet, a press kit, and a public presentation. Laurence Barton

SA 332 Broadcast Writing (F, S: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news and sports, documentary, commercials and public service announcements, music videos, educational television, and writing for special audiences. A special emphasis will be placed on dramatic and comedy writing in the final third of this course.

Patricia Delaney James Kenny

SA 337 Propaganda and Crisis Reporting

This course explores two distinctly different approaches towards the gathering and reporting of the news: The means by which Western news reporters cover major international crises (Lebanon, political assassinations, the Cuban Missile Crisis), and how governments with different ideologies report news with a slant. (U.S. coverage of Pearl Harbor, the work of Goebbels and Hitler, Modern Chinese and Soviet news operations). Classes use selected historical events as well as current affairs. Readings are from a number of books, newspapers, and journals. Among the readings are materials from Philip Knightly's The First Casualty and Theodore White's In Search of History.

Laurence Barton

SA 339 Advertising Law (F: 3)

This course concentrates on the legal and regulatory framework within which the field of advertising attempts to function. It includes four units entitled: (1) How to Incorporate an Advertising Agency, (2) Warranties and Deceptive Advertising, (3) False and Deceptive Advertising, and (4) Commercial Speech. The first unit discusses the legal apparatus involved in establishing and maintaining an advertising agency. The second unit addresses the problem of contractual and tort liability in advertising, and suggests that warranties limit rather than create liability on the part of the industry. Unit three considers both federal and state regulations in advertising, and investigates the question of puffery in advertising. The fourth unit ties together a wide range of advertising issues which have emerged in the 1980s.

William Rooney

SA 348 Broadcast Programming (F: 3)

This course will examine programming and promotional strategies in radio and television. More specifically it will focus on developing media strategies to capture a particular segment of the mass audience, by analyzing competitive scheduling techniques, special vs. regular series programming, network-affiliate relationships, and the influence of broadcast advertising on programming. Marilyn Matelski

SA 400 Media Theory (F, S: 3)

This course is designed to explore contemporary theories of mass communication. Attention in the course is devoted to theories of regulation, the impact of new technologies on existing theories, and developing different approaches to understanding the impact and effects of mass media. The course utilizes a Great Books approach. Emphasis also is placed on several recent works that discuss the transformation from print and broadcast media to electronic mass communications.

Donald Fishman

SA 410 Film as Communication (S: 3)

This course will survey film techniques from early to contemporary film, focusing on how film communicates through content, editing, mise-en-scene and special film techniques as they are developed and manipulated by some of the world's most prominent directors. Preview lecture, film viewing and follow-up discussions will be held on films by Eisenstein, Chaplin, Welles, Riefenstahl, Polanski, and others.

Ann Marie Barry

SA 440 Introduction to Advertising (F, S:

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as: advertising and the law, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research and the creative uses of various advertising media. Students will participate in the formulation of an advertising campaign plan. Ann Marie Barry Christopher Cakebread

SA 441 Public Relations and Opinion Research (F: 3)

This course examines the methods of public opinion research and their application to public relations campaigns. Students conduct a survey research project from construction of a questionnaire to interpreting final results and making recommendations. Lectures will highlight case studies of actual research from public relations and related communication fields. Students may enroll in SA 441 without having taken Introduction to Public Relations.

James Kenny

SA 443 Topics in Radio (S: 3)

This course is designed to provide increased understanding of the radio industry and its functions, including history, operations, programming, promotions, sales, etc. Case examples with particular attention to the Boston market will be used to supplement theory wherever possible.

No prior technical ability is required.

Patricia Delaney

SA 445 Rhetorical Criticism (S: 3)

This course is an undergraduate level introduction to various methods for rhetorical analysis. It is divided into two segments, the first treating methods for writing rhetorical history and the second examining more pure types of rhetorical criticism. The principle concerns will be (1) understanding the intellectual assumptions underlying general approaches to the analysis of oral/written/electronic "literature," and (2) learning to use particular methods subsumed by the different approaches addressed in class.

Dale Herbeck

SA 446 Novels Into Film (S: 3)

This course will explore specific techniques of literary and film analysis in relation to five different genres: horror/suspense, picaresque, detective/mystery, philosophical romance, and psychological allegory. A study of each literary work will be followed by a close analysis of a film based on that work, and discussion will focus on the translation of ideas into visual and verbal imagery, and on developing a critical understanding of the advantages and limitations of each medium in communicating ideas effectively.

Ann Marie Barry

Theology

Faculty

Professor Stephen F. Brown, Chairperson of the Department

A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Professor Robert Daly, S.J.,

A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Professor Harvey Egan, S.J., B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Gasson Professor Joseph A. Fitzmyer, S.J., A.B., A.M., Loyola University; S.T.L., Facultés St.-Albert de Louvain, Belgium; Ph.D., Johns Hopkins University; S.S.L., Pontifical Biblical Institute, Rome

Professor Ernest L. Fortin, A.A., A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Adjunct Professor Margaret Gorman, R.S.C.J. B.A., Trinity College; M.A., Fordham University; Ph.D., Catholic University

Professor Philip J. King, A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Professor William W. Meissner, S.J., University Professor of Psychoanalysis, B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

Adjunct Professor Sebastian Moore, O.S.B. S.T.D., Saint Anselmo, Rome

Professor Pheme Perkins, A.B., St. John's College; A.M., Ph.D., Harvard University

Associate Professor Mary Boys, S.N.J.M., A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University Associate Professor Lisa Sowle Cahill, A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Associate Professor Mary F. Daly, A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

Associate Professor J. Cheryl Exum, A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Associate Professor Rev. Thomas H. Groome, A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

Associate Professor Charles C. Hefling, A.B., Harvard College, B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Associate Professor Robert P. Imbelli, Director of Institute of Religious Education and Pastoral Ministry; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Associate Professor Matthew L. Lamb, B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr.Theo., State University of Munster

Associate Professor Frederick Lawrence, A.B., St. John's College; D.Th., University of Basel

Adjunct Associate Professor Claire Lowery, A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Associate Professor H. John McDargh, A.B., Emory University; Ph.D. Harvard University

Associate Professor David Neiman, A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

Associate Professor Rev. James A. O'Donohoe, A.B., Boston College; J.C.D., Catholic University of Louvain

Associate Professor Anthony Saldarini, A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Associate Professor Margaret Amy Schatkin, A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Adjunct Associate Professor Francis P. Sullivan, S.J. A.B., A.M., S.T.L., Boston College; S.T.D., Institut Catholique de Paris

Associate Professor Thomas E. Wangler, B.S., LeMoyne College; M.A., Ph.D., Marquette University

Associate Professor James M. Weiss, A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Assistant Professor Edward R. Callahan, A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor David F. Carroll, S.J., A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College

Assistant Professor Francis X. Clooney, S.J., A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago

Assistant Professor Miles L. Fay, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

Assistant Professor Pamela E.J. Jackson, A.B., M.Div., M.A., M.Phil., Ph.D., Yale University

Assistant Professor Ellen M. Ross, A.B., Princeton University; M.A., Ph.D., University of Chicago

Assistant Professor Louis P. Roy, O.P., B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Assistant Professor Patrick J. Ryan, S.J., A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

Instructor Stephen J. Pope, A.B., Gonzaga University; M.A., Ph.D. (cand.), The University of Chicago Divinity School

Program Description

The Course Offerings

The Department distinguishes five levels of course offerings: 1) *Core*—introductory, and designed for the fulfillment of the University's Core requirement; 2) *Level One*—introductory, but not fulfilling the Core requirement; 3) *Level Two*—advanced undergraduate, more specifically geared to minors and majors; 4) *Level Three*—geared to advanced undergraduate (majors) and graduate students more theologically professional; 5) *Graduate*—geared exclusively to professional and academic theological formation.

The Core Program

The University's Core requirement in Theology, six credit hours, may be fulfilled by taking two three-credit courses; by taking a two-semester sequence of courses; or by taking one of the twelve-credit, full-year courses that *also* fulfill the Core requirement in Philosophy.

- 1) Two three-credit courses. Students who select this option should choose one course with broad introductory aims (such as TH 060, TH 080, TH 085) and one course that concentrates on a more specific topic or approach.
- 2) Two-semester sequence. This category includes six-credit, full-year courses and courses which are taught over two semesters, but which can be taken in the second semester alone, enrollment permitting.
- 3) Twelve-credit courses. There are two of these Philosophy/Theology courses: PL/TH 090–091, "Perspectives on Western Culture"; and PL/TH 088–089, "Person and Social Responsibility" (for PULSE Program students only).

The Major in Theology

There are two tracks within the Major: Track I. The Study of Theology: This track is designed to enable the student to explore the Christian tradition and the ways in which Christians have lived and thought and expressed their faith. The ordinary requirements for this track include ten courses, distributed as follows:

- 1. Five introductory courses [Core], one each in Old Testament, New Testament, systematic/doctrinal theology, ethics, and church history; the Perspectives Program, TH 090–091 (PL 090–091), is recommended and fulfills two of these introductory requirements;
- 2. Four electives (Levels I, II, or III), of which

one is to be in biblical studies and one in systematic/doctrinal theology;

3. The Majors' Seminar, designed to help majors synthesize their course work, identifying key themes and questions and areas in need of further study. This course is offered each fall, and may be taken by senior or junior majors; it is recommended that sufficiently advanced students take the seminar in their junior year.

Track II: The Study of Religion: This track is designed to enable the interested student to explore the nature of religion and the variety of ways in which people have expressed and practiced their religious beliefs. Given the particular strengths of the department, this can be done most readily with reference to the Christian tradition, but students are urged to design a program which suits their specific questions and interests, drawing as well on the experiences and beliefs of other religions. The ordinary requirements for this track include ten courses, distributed as follows:

- 1. Two introductory courses (Core): when possible, courses should be chosen which introduce the larger questions of the study of religion;
- 2. The introduction to the study of Religion, TH 316, (Level 1);
- 3. Three thematically-related electives (Levels I, II or III): in consultation with the Majors' Director, the student will identify a key theme—e.g., the philosophical basis of religion, the role of sacred texts in religion, religion and the arts, comparative religion, etc.—and take three courses (offered by the Theology or other departments) which focus on this theme.
- 4. Three additional electives (Levels I, II or III), which support or amplify or usefully contrast with the other upper-level courses taken;
- 5. The Majors' Seminar (as described in Track I above).

Majors in both tracks are encouraged to work with other departments in cross-disciplinary study. Students in the School of Management and secondary-education majors in the School of Education can major also in Theology, and Theology majors can concentrate in education in the School of Education.

The Department's membership in the Boston Theological Institute allows advanced Theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

Program for the Study of Faith, Peace and Justice

The Faith, Peace and Justice Program is part and parcel of the mission of a Jesuit university "... to help to prepare young people and adults to live and labor for others and with others to build a more just world." This concern for a peaceful world based on justice reflects the wider Christian and Catholic stance on the crucial issues of peace and justice.

The interdisciplinary program allows undergraduates to explore the pursuit of peaceful solutions to domestic, national and international conflict. The program works in conjunction with one's major, allowing the student to combine skills from his/her major with re-

sources of many other fields in the pursuit of peace through a faith that does justice.

The program generally begins during the sophomore year, following a sequence of three stages:

- 1. General information: The introduction is provided by the course *The Challenge of Justice* (TH 160). This course examines many philosophical and faith traditions in light of the struggle for peace and justice.
- 2. Structured Exploration: The student will take four courses designed to deepen his/her understanding of issues relating to faith, peace, and justice, and approved by the Director. Some or all of these courses can be taken in the student's major.
- 3. Integrative Synthesis: During the second semester of senior year, the student will complete a senior project which relates the student's major to a particular social justice issue.

Minors in Theological Studies

A minor consists of a limited (4-5) number of courses beyond the Core, concentrated in a particular area of theology, which give the advanced undergraduate student the opportunity to become knowledgeable about a special topic or field.

Usually, Level Two courses are designed to fit into a minor program.

The Minor in Church History

This minor is designed to give students an overview of the history of the Christian community, its life, thought, structure, and worship from its beginnings to the present day in introductory-level courses. In upper-level courses, the student can focus study on the development of the Church within a particular era or geographical setting. The minor is open to all students, but may be of special interest to those interested in history, literature, theology, or philosophy. Professors for the minor are drawn from both the Theology and the History departments.

For details of the requirements for the Church History Minor, refer to the "Minors" section under the College of Arts and Sciences section of this Bulletin.

Course Offerings

Core-Biblical

TH 005 Genesis: A Jewish Interpretation (F: 3)

A detailed study of Scripture's primary book—its literary quality, theological assumptions, ethical values, psychological insights—as understood by the best minds among the people whose ancestors wrote it. This course is funded in part by the Jewish Chautauqua Society.

Albert Goldstein

TH 009-010 Fundamentals of Judaism (F: 3-S: 3)

The course deals with Jewish Theology and the manner in which it is expressed in life. Personal, communal, calendaric and ritual aspects of Jewish living are presented and discussed.

The Department

TH 012 Ancient Near Eastern Literature and the Old Testament (F: 3)

A study of the literature of the ancient Near East, including Babylonian and Sumerian, Assyrian, Egyptian, Canaanite/Phoenician, and Greek. All the texts selected will be chosen for their relevance and parallelism to the literature of the Hebrew Bible. The study of these ancient Near Eastern literary selections will give a broader understanding of the historical, literary, and cultural milieu which produced the literature of the Old Testament. David Neiman

TH 013 Jewish Background to the New Testament I (F: 3)

This course will deal with the events leading up to the Hellenistic Age and the development of western civilization within the context of the Greco-Roman and Jewish interactions which gave rise to Hellenistic Civilization as the forerunner of Christianity. Emphasis will be placed on the development and growth of sectarian religious movements within Judaism which led to the rise of the New Testament.

David Neiman

TH 014 The Church And The Jews (F: 3)

This course will introduce the student to the study of the Bible as a source of historical material, and will examine archaeological finds to learn how they contribute to a better understanding of Biblical history and literature. The civilizations of Old Testament times will be better understood by examining artifacts as well as literary remains of the period. *David Nieman*

TH 021 Introduction to the Old Testament (F, S: 3)

An introduction to the literature, religious ideas, and historical setting of the Hebrew Bible (Christian Old Testament). Focus will be on major biblical concepts such as creation, election, and covenant, with some attention to their development within the prophetic and wisdom traditions.

J. Cheryl Exum Philip King

TH 050 Introduction to the New Testament (F, S: 3)

This course introduces the student to the cultural, historical and religious milieu in which early Christianity emerged and developed during its first century. Each New Testament work is examined in light of its situation in the Early Church which led to its writing. The student is introduced to the methods used by modern biblical scholarship in understanding the "setting" of early Christian literature. Graeco-Roman history, culture and religion are studied insofar as they are presupposed in New Testament writings.

Mary C. Boys John Darr

Paul Messer, S.J. Pheme Perkins Anthony J. Saldarini

Core-Historical

TH 116 Evangelism in the Early Church (F: 3)

Mission of the church in antiquity, i.e., the rise and diffusion of Christianity in the Roman empire to A.D. 500. The evangelization of the Roman empire, one of the turning points of history, is a subject of permanent and universal interest. We are transported to an ancient battlefield, but the cause is our own. The confrontation between Christianity and paganism was

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a vital one, touching the origin, essence, authority, and power of the gospel. This subject will be investigated on a theological and historical plane.

Margaret A. Schatkin

TH 150 The Christian Community: A History to 1500 (F, S: 3)

A one-semester survey of the history of Christianity to 1500. The purpose of the course is to introduce students to major elements in the Christian tradition from c. 150 to 1500 C.E. We will focus on the areas of Christian life and practice with some attention to Christian thought. Topics we will study include: development of church organization and structure; monasticism; papacy and relationship to civil institutions; heresy; medieval piety and culture; mysticism; reform movements.

Philip Jamieson Ellen M. Ross

TH 151 The Christian Community: A History 1500 to the Present (S: 3)

This course will trace the development of the Christian community from the Reformation to the 20th century.

Philip Jamieson

TH 164 Religion in America: A Survey (F, S: 3)

This course will begin with an attempt to define religion as a form of human behavior, and then trace the varieties of such behavior in the histories of the major religious denominations of the United States as well as in an American civil religion.

Thomas Wangler

TH 231 Christian Mission (F: 3)

A study of the spiritual conquest of Aztec Mexico by Spanish Christianity in the 1600's, and of the theological principles used to justify that conquest and also to indict it. The iconographies of both religions will be presented to provide the basis for course reflections. There will be frequent slide lectures. The important texts of the religions in conflict will also be presented, so the differences in religious vision can be understood. Lastly, the course will bring out the reasons why Christian missionaries chose aesthetic means as primary to convert the Aztec, and why those means were nullified by colonial behavior. Francis P. Sullivan, S.J.

Core-Ethical and Social Scientific

TH 073 Christian Moral Life and Contemporary Society (F: 3)

This course provides a basic introduction to Christian theological ethics, with special attention given to Christian approaches to problems facing contemporary society. The first half of the course concerns fundamental themes in Christian ethics, such as the nature of theology and its significance for ethics, the moral significance of the Bible and the Church, and practical moral reasoning. The second half deals with selected contemporary moral and social problems, such as sex and marriage, biomedical technologies, and social justice. Stephen Pope

TH 074 Christian Social Ethics (S: 3)

This course provides a basic introduction to contemporary Christian social ethics. The first half of the course will focus on fundamental concepts, such as the significance of Christian faith and commitment for social ethics, the nature of social justice, and the relation of the Church to the world. The second half will be devoted to selected social problems, such as

civil rights, affirmative action, economic development, world hunger, war and peace.

Stephen Pope

TH 076 Introduction to Christian Ethics: Catholic and Protestant (F, S: 3)

How Christians of the West—Catholic and Protestant—deal with ethical issues. Trends and topics will include: biblical foundations, major writers and events of Christian history, reason and revelation, moral reasoning, the relationships between faith and morality, between theology and ethics, Christian views of human nature, the challenge of being a Christian, some specifically Protestant and some specifically Catholic teachings, sex, war, government, laws, economics, social problems, medical controversies, etc. *Roland Gunn*

TH 088-089 (PL 088-089) Person and Social Responsibility (F: 6-S: 6)

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include both ongoing involvment in one of the field projects available through the Pulse Program and participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice. The classes will attempt to take a deeper look into these, especially with regard to their origins in the lives of individuals and society. Drawing on the works, both contemporary and traditional, of philosophical and religious figures, the classes will engage students in asking the basic moral questions "What is Justice?" "What is Happiness?" and "What kind of society do we live in?" Pulse The Department

TH 160 The Challenge of Justice (F, S: 3) Core for those in the Faith, Peace and Justice Program. It is the purpose of this course to lay the groundwork for a basic understanding of the relationship that exists between justice and peace considered within the context of faith. Readings and discussion focusing upon the Catholic, Protestant, Jewish, Islamic and Secular Humanist traditions will lead to a broader and more critical understanding of what is meant by "faith," "justice," and "peace." The methodology of the course is as follows: lectures on the theory surrounding the three concepts; selected readings on the classical, medieval, modern, and contemporary understandings of the three concepts; a practical project to be explored by each student as an attempt to apply the theory to contemporary challenges to the concept of justice. Even though the course is a basic requirement for those who wish to become part of The Program for the Study of Faith, Peace and Justice, it is also open to students who have a serious interest in problems related to the formation of a just society. Those who complete this

TH 194 Spirituality for Authentic Christian Living (S: 3)

course will fulfill their Core requirements in ei-

ther philosophy or theology. Julio Giulietti, S.J.

James A. O'Donohoe

For Faith, Peace and Justice students only, or with prior approval of instructor. Limited to 20 students

This is a course in the theory and practice of authentic Christian living. Authentic Christian living reflects a dialectical personal growth from inauthenticity to authenticity in relationship to self, others, and God. The maturing Christian must move through stages of growth that foster sound personal identity and the capacity for creative intimacy which lead to a desire to go beyond one's self in generative service to others. The course is divided into two parts: (1) An exploration of some ways in which God touches the human personality, and moves us toward emotional, social, and spiritual wholeness. Critical issues such as the importance of healthy self-image, adolescent development, parental relationships, guilt, affectivity, and sexuality will be examined. (2) An exploration of some social and political implications of Christian living; the role of prayer and worship in sustaining authentic Christian living. Julio Giulietti, S.J.

TH 244 Faith and Identity (F, S: 3)

This course approaches faith as a universal human process of meaning-making, whereby individuals and communities relate themselves to the ultimate conditions of their existence. As a dynamic, life-long process, faith is intimately related to the development of a sense of self. In other words, our deep answers to the question, "Who am I?" are closely connected to our explicit and implicit, conscious and unconscious answers to the question "Who or what is trustworthy in my life?" The resources of both psychology and theology are brought to bear on exploring this relationship.

H. John McDargh

TH 249 Living Justly in American Society: A Spirituality of Radical Freedom (F: 3) For Faith, Peace and Justice students only, or with prior approval of instructor. Limited to 25 students.

Laboring for justice demands the support of a culture-transcending faith. Authentic faith is constituted by justice expressed and embodied in our social relations and personal lives.

This course is an attempt to see beyond appearances in our culture and to penetrate to the true meaning of Christian faith; to unmask the connections between war, abortion, armaments, sexual hedonism and unrestrained capitalism. The course is divided into two parts: (1) A critique of American society under the concept of the "Commodity Form". When we perceive ourselves and others as things, we produce in our society an atmosphere of fear, violence, manipulation and alienation. A critique is offered through discussion of some philosophical and theological insights that can strengthen a Christian critique of society, and contribute to a Christian anthropology. Part 1 reveals the spiritual crisis at the root of social, political, and economic injustices. (2) A presentation of the "Personal Form", or perceiving, valuing and living, as revealed in the person of Jesus Christ. Its purpose is to reveal the social and political implications of Christian life, and to offer ways of sustaining an active life based on justice through prayer, study, family life, community and linkage with persons already living styles of life based on the integration of faith and justice. Julio Giulietti, S.J.

TH 253 Theology of Peace (F, S: 3) In the nuclear age, the possibility (or even probability) of futurelessness raises serious questions about our humanity, and especially about our relationship to God. Is it possible to believe in the loving presence and security of God in the face of the deep pathology of the arms race? In our age of modern warfare, can

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we meaningfully talk about a compassionate God in the midst of so much carnage and suffering? The purpose of the course is to focus on those types of questions as we confront the Christian tradition's response to war and peace. The American Catholic Bishops challenge us "to develop a theology of peace." In response to that challenge, we will attempt to articulate what it means to be a person (or community) of faith within our nuclear cultural framework.

R. Michael Clark

TH 280 Conflict Management: Principles and Methods (F: 3)

The course will concentrate on the obstacles to negotiated settlement of communal and international conflicts, the dynamic of distrust, anxiety, scapegoating, apathy and violence as responses to the issues of conflict, and how to bring the participants in a conflict to the point of engaging in negotiation. Techniques of negotiation will be dealt with as well, but with emphasis on the obstacles that have to be overcome before the parties are prepared to enter negotiations. The principles treated have application to other levels of conflict, besides these communal and international ones, such as family and marital conflict, community relations, and labor-management disputes. This application and the origin of many of the techniques of conflict management in these fields will be treated, but the instructor's experience is primarily with the communal and international conflicts, and this will be reflected in the Raymond G. Helmick, S.J.

TH 289 Christian Ethics: Foundations and Applications (F, S: 3)

An introduction to Christian ethics including both traditional and contemporary authors. Will cover topics such as sexual ethics, war, economics, feminism, medical ethics.

Lisa Sowle Cahill

TH 295 Christian Ethics for Health Care Professionals (S: 3)

This course is designed in a special way for those interested in pursuing careers in the field of health care. It is introductory in nature, and will attempt to present ethical theory as it has been developed within the context of the Judaeo-Christian tradition. It is also practical in nature. Ethical theory will be complemented by the case studies of some of the basic problems which contemporary society occasions for health care professionals. Those who complete the requirements of this course will satisfy one of their Core requirements in theology. Preference is given to Nursing and Pre-Med students; the course is open to other students (on a space-available basis) by permission of instructor only. James O'Donohoe Michael Stebbins

Core—Comparative and Systematic or Doctrinal

TH 045 Church and Sacrament (F, S: 3)

This course presents a contemporary Roman Catholic understanding of the relationship existing among Jesus Christ, the Christian people of God, and the seven sacraments as the liturgical expression of that people's faith. Thus, it attempts to give a summary of Roman Catholic Christianity under the triple heading of Christ, the Church, and the sacraments. The course will employ biblical, historical and systematic theology with special attention given to the

contrasting emphases of the last three ecumenical councils. Edward R. Callahan, S.J.

TH 060 Introduction to Christian Theology (F, S: 3)

This course will begin with an analysis of religion, reason and faith, and the problem of God. Christianity will be approached through a consideration of Jesus in the New Testament, the development of Christian beliefs, the Christian church and sacraments. Readings will include both original sources from the Bible and theologicans and introductory books to aid the beginning student in reflection on the theological topics above. There are no prerequisites for this course.

Paul DiPietro Colleen Webster

Gotteen Webs

TH 072 Sacraments and Ministry (S: 3)

The course will cover three principal areas: (1) The variety of forms of church order found in the New Testament and early Patristic writings. Conclusion: an actual plurality of forms for establishing the reality of sacraments and ministry in the earliest experience of the Christian community. (2) The necessity of preserving adherence to church order, particularly in the matter of sacraments and ministry, based on the requirement of visibility, so that the Church can carry out its mission as an historical community of faith. Conclusion: the discarding or derogation of legitimate church order leads to anti-ministry, anti-sacrament, antichurch attitudes. (3) Criteria for discerning the reality of sacraments and ministry in those communities separated from the traditional sources of order in the Church. The history of this discussion, especially in recent years, will be followed, with particular attention to the recent documents and strictures from the Congregation for the Doctrine of the Faith.

Raymond G. Helmick, S.J.

TH 080 God and Revelation (F, S: 3)

The basic predicate of Christianity is that God has made Himself known to humankind in a way which we could never attain ourselves. This course will consider the possibility of His revelation, its form, its summit in Jesus Christ. It will then consider special questions such as revelation in the Church, Scripture and Tradition, and the nature of Theology.

Patrick Ryan, S.J.

TH 085 Faith, Reason and Revelation (F, S: 3)

This course will study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions will determine the direction and stress. Motivation, intelligibility and growth in a living act of faith will be studied. The personal aspect of faith as it looks at revelation will conclude the course.

David F. Carroll, S.J.

TH 090-091 (PL 090-091) Perspectives on Western Culture I, II (F: 6-S: 6)

This is a special two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

The Department

TH 098 (BK 108) Black Theology in America (F: 3)

This inquiry into the phenomenon, Black Theology, will involve an examination of the particular way Black people appropriate the basic resources of theology, and then create their own story about God and about the way the world is and ought to be.

Allen Callahan

TH 099 (BK 112) Introduction to an African-American Theology (F: 3)

Using historical, theological and socio-political methods of analysis, this course will study the development of African/American religion from the chattel-slave period through the present, and then set forth the conditions necessary for the African/American church and people to come of age.

Allen Callahan

TH 102 (BK 115) Contemporary Black Theology (S: 3)

While surveying the thought of the major contemporary Black theologians such as James Cone, DeOtis Rogerts, Albert Cleaje, etc., attention will also be given to the background of contemporary Black theology and the influence of the civil rights and Black power movements.

Allen Callahan

TH 107 (BK 120) Religion in Africa (F: 3)
The course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions to Africa will be discussed. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in changing Africa.

Aloysius Lugira

TH 108 (BK 121) Christianity in Africa (S: 3)

This course is intended to give a historical bird's-eye-view of Christianity in Africa. While Christianity in general will be touched on, emphasis will be laid on the development and the extension of the Catholic tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally, a theological outline of the response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.

Aloysius Lugira

TH 168 Gods and Goddesses of India (F: 3)

An introduction to the Hindu religion through a study of some of the most important and popular gods and goddesses, as they are presented in Hindu myth, ritual and theology. Issues discussed include: the development of Hinduism, polytheism, monotheism and atheism; male and female aspects of the divine; the relation of morality and religion; the difference between universal and local traditions, the nature of mythology. Can be taken with or without TH 177. Francis X. Clooney, S.J.

TH 185 Catholic Theology of Marriage (F, S: 3)

This course will seek to examine the meaning of marriage in Catholic theology and to investigate the relevance of the theological data for contemporary humanity in view of recent sociological and psychological factors. The na102 Theology Arts and Sciences

ture of human love and special problems of sexual morality will be considered.

Patrick J. Ryan, S.J.

Pamela Jackson

TH 190 Christians at Worship I (F: 3)

The emergence of Christian patterns of worship from their roots in Judaism, through their development in the late middle ages. How early and medieval Christians baptized, celebrated the Eucharist, developed ways of praying together, and a calendar of feasts, including attention to the Christian East. Discussion of how cultural and historical situations helped shape the Christian understanding of God, and how that understanding was expressed in worship.

Pamela Jackson

TH 191 Christians at Worship II (S: 3) Investigation of the forms of worship resulting from the Protestant and Catholic reformations; how older traditions of worship were adapted to meet the needs of life in the U.S.; how the Liturgical Movement has affected both Catholic and Protestant worship in the last two decades, especially the reformed rites coming from Vatican II. The course will familiarize students with the liturgical books of their worshipping community and consider the role of

TH 202 Theology of the Divine Presence (S: 3)

the laity in worship.

After a study of the divine attributes from reason and theological sources, this course pursues the witness of both the Old and New Testaments to the Divine Presence, and presents a study of specific modes of God's natural, supernatural and ministerial presence in the created universe, as well as the indwelling presence in the souls of those who make a total response in faith in their personal encounter with God. Classical and modern spiritual writers will be discussed.

Miles Fay, S.J.

TH 206 Relationships: A Way to Know God (S: 3)

The search for intimacy is a major developmental task of young adulthood, indeed of all of life. Intimacy is multi-faceted, and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God but through those whom we see and know? Human relationships have the potential to reveal God's presence in a dynamic and reassuring way. For Christians, Jesus is the manifestation of God in human experience. All life, in turn, is sacramental; therefore, as Christians, we realize that all human encounters contain the possibility of imaging God's relationship to us.

A variety of relationships in life will be examined in order to explore our own religious and psycho-sexual development. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God. Among the relationships to be explored will be friendship, lovers, marriage, parent and child, and communal settings of which we may be part. The course will attempt to address the communal nature of the Christian life and the incarnational character of religious belief and practice.

Readings from theology and psychology and works of fiction will be included. The approach will be integrative of human experience with theoretical materials in the course. Evalu-

ations will be based upon critical thinking, discussing and writing.

Joseph Marchese

TH 210 Foi en Dieu (Faith in God) (S: 3)
Permission of the Romance Languages Department (The Immersion Program) required.
The course consists of discussions on texts written by French religious authors: Bossuet, Fenelon, Pascal, Voltaire, Rousseau, Chateaubriand

Students will study present-day religious experiences. They will finally examine what are the basic components of the act of Christian faith. Students must be able to speak French. They will also have to display an interest in analyzing the thought of authors who are often philosophically minded. In general, the teacher will not lecture, but will presuppose that students have attentively read the texts, noted their difficulties in understanding them, answered definite questions given beforehand, and are willing to take part in the class discussions.

Everything will be done in French.

Louis P. Roy, O.P.

TH 211 Theology of Christ (F, S: 3) Biblical and historical theology will supply the content material of this course, whose object will be the study of the principal mystery and fact of Christianity, the Incarnation of the Son of God. The Messiology of the Old Testament, highlighted in the various prophets and psalms, will furnish the biblical foundation of the Messianic Christ-fulfillment in the Synoptic Gospels and the writings of St. Paul and St. John. Historical theology's varied documentation from Nicaea, the Church's first Ecumencial Council in 325, up to and including the most recent Second Vatican Council, will supply the theological formulations and explanations of answers to such questions as, "Who is Jesus Christ? Why did the Son of God become human? What was the role or Christ's Mother in His redeeming work?" Christological controversies of the early centuries, as well as modern theological investigations, will be included in the course. Miles Fay, S.J.

TH 213-214 Foundations of Catholic Theology I/II (F: 3-S: 3)

Since Vatican II, how much, and in what specific ways has the understanding of the Catholic faith changed or remained the same? The overall Catholic heritage, as well as specific exegetical, dogmatic, historical, systematic, and ecumenical questions will be considered in the light of Vatican II. Harvey D. Egan, S.J.

TH 217–218 Catholicism I, II (F: 3–S: 3)) An exposition of the foundations of Catholic theology from an historical, doctrinal and ecumenical perspective. The three major themes dealt with are: human existence, God and Jesus Christ.

First semester will focus on Mystery, Revelation, the Bible, Covenant, Prophecy, the Gospels, the Acts of the Apostles, and selections from St. Paul. Second semester will focus on Christology, Trinity, Formation of Creedal Statements, Soteriology, Grace, Sacraments, Tradition, Faith, Belief, Theology, Kingdom of God, Eschatology, some of the great Councils of the Church— especially Vatican II, Social and Personal Morality, the Formation of a Christian Conscience. *Robert Braunreuther, S.J.*

Thomas Groome

TH 225 Catholic Christian Community: An Introduction to the Theology of Church (F, S: 3)

This course will assist the student in raising some of the basic questions about the possibilities for and barriers to understanding ourselves as ecclesial Christians. As a context for our discussion, the course will focus upon the more recent history of statements (1870-present) generated by the Catholic church regarding its own self-understanding. *Shirley Galla*

TH 243 God and Modern Consciousness (F, S: 3)

In this course, we investigate desire, which is the root of all that we do and suffer. We attempt an adequate psychology of desire, which sees the whole course of a person's life as the progressive liberation of desire, from its narrow beginnings in infancy to its final consummation in divine union. The progression is through a series of growth-crises involving the dying of ego in its present form, so that a fuller life can be reached. Finally, we bring all this to a focus in the person of Jesus, in whom desire, unimpeded by the refusal to be oneself that pervades all cultures and societies, and creates the darkness of our condition, progresses through a series of ego-deaths culminating in the crucifixion. The whole purpose of the course is to come to understand the experience of the disciples on seeing the risen Jesus as a definitive liberation of desire out of the uniquely awful form of ego-death into which they had been thrown by the crucifixion after having tasted the full liberation of desire through intimacy with Jesus. Christianity is predicated on a liberation of desire that takes us beyond the fear of death, and inspires us to transform this world. The course tries to use every possible resource of psychology and literature to throw light on the great mystery that is at the heart of our history. C. Sebastian Moore

TH 252 Identity And Commitment: A Theology for Shaping a Life (F: 3)

This will be a theological attempt to grapple with issues of identity, commitment in response to the upwardly-mobile track so many of our graduates and students aspire to and are influenced by. The continuing formation of identity in early adulthood and the consolidation of this awareness will be explored in deciding to whom and to what I will commit myself. Topics of power, service, sexuality, career, lifestyle, success, intimacy and death, etc. will be considered as fundamental to the field of human vocation. Questions of how we deal with these issues in our lives will be considered as pivotal in forming a mature Christian lifestyle. The assumption underlying the course is that every Christian has a vocation, although not necessarily ordained or a member of an official religious community of women or men. The vocation arises from a Christian's baptism and the call of the sacrament to be ministers of the gospel—a priestly people. This vocation is more than an occupation or a profession. Commitments will be examined as ways of living out one's vocation. The skills and opportunities for professional life and work life will be seen in light of the "call" in baptism.

Joseph Marchese

TH 272 The Nature, Dignity and Destiny of the Human Person (F, S: 3)

This course deals with the Theological Virtues, especially Faith; and with the Cardinal Virtues, especially Prudence, Justice, Temperance.

Felix Talbot, S.J.

TH 275 On Love and Friendship (F: 3) An exploration of these topics that turns on the contrast between premodern and modern authors' ideas. Main readings from New Testament, Plato, Aristotle, Rousseau, de Tocqueville, Bloom, Habermas, and Lonergan. Lecture and discussion format. Frederick Lawrence

TH 278 Communicative Reason and Christian Faith (S: 3)

A study of the dynamics of human living and Christian faith as intrinsically conversational, in their philosophical and theological presuppositions. We will explore these issues both from the perspective of the individual person and from that of the social (technological, economic, and political) and cultural context. What are the dynamisms of human living? Is there such a thing as invariant, transcultural, transhistorical, normative viewpoint regarding the human and the human good?

Frederick Lawrence

Level One-General

TH 316 Introduction to the Study of Religion (F: 3)

This course introduces the study of religion from various perspectives (including those of the sociology of religion, cultural anthropology, the history of religions, philosophy and literature) and focuses on the following topics: the personal experience of religion and the religious ideal of the person; religion and society; sacred texts and rituals; the transcendent and immanent aspects of religious experience. Throughout the course, the theoretical positions set forth will be exemplified and critiqued through a series of concrete examples drawn from the Christian and Hindu traditions. Although not exclusively for Theology majors, this course is designed to guide students in Track II of the major in shaping their program of study.

Francis X. Clooney, S.J.

Level One-Ethical and Social Scientific

TH 302 Introduction to Feminist Ethics I (F: 3)

The course constitutes an introduction to the themes studied in Feminist Ethics I and II (TH 553 and TH 554). It examines the interconnected atrocities perpetrated against women and nature in patriarchal society, and analyzes ethical problems confronting women under the prevailing conditions of oppression.

Mary Daly

TH 304 Introduction to Feminist Ethics II (S. 3)

This course offers further material in the area of Introduction to Feminist Ethics. We will consider fundamental problems arising from the prevailing patriarchal myths and symbols, and the consequent reduction of women and nature to the status of objects. May be taken separately from TH 302.

Mary Daly

TH 312 The Moral Problem of Evil (S: 3) What is "sin," and why does it exist? This course will study the doctrine of sin in some major Christian theologians, such as Reinhold Niebuhr, K. Rahner, and theologians of liberation; C. S. Lewis; and some illustrations in modern fiction. For majors and other under-

graduates who have completed the Core requirement. Lisa Sowle Cahill

TH 323 Northern Ireland Conflict (F: 3) The course will study the psychological dynamic of the communal conflict, its economic, social and political bases in history and in contemporary consciousness. Topics will include the security problems, political options, legal systems, prospects of economic recovery, communal perceptions within Northern Ireland, governmental and public opinion perceptions

in Britain and in the Republic of Ireland.
Comparison will be made with other conflicts.

Raymond G. Helmick, S.J.

TH 325 Lebanon: Focal Point of a Crisis (S: 3)

This course examines the still-unfolding conflict in Lebanon, the balance of confessional and social forces, the breakdowns of 1958, 1975–76, and the continuing crisis since. Distinction will be made between such conflict factors as are internal to Lebanon and those that are imposed by external forces; what is reality and what is paranoia. The Lebanese conflict will be located within the broader crisis of the Middle East. The strengths and weaknesses of the traditional Lebanese pluralism will be discussed, and elements sought which can produce healing in Lebanon and service to the region.

Raymond G. Helmick, S.J.

TH 327 (PL 259) (SC 250) Perspectives on War, Aggression, and Conflict Resolution I (F: 3)

This course is the result of work by faculty and students interested in developing an interdisciplinary approach to the study of Peace and War at Boston College. The Boston College Program for the Study of Peace and War sponsors this course as one of the two introductory offerings in Peace Studies at the university. Part two of this course is taught in the spring semester. This part is centered around analysis of the causes of war and conflict in contemporary society.

Rein A. Uritam

TH 328 (PL 269) (SC 251) Perspectives on War, Aggression, and Conflict Resolution II (S: 3)

An interdisciplinary course that is concerned primarily with alternatives and solutions to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future.

Rein A. Uritam

Level One—Comparative and Systematic or Doctrinal

TH 317 Crises In Catholicism (F, S: 3)

This course will study several of the most critical periods in the history of Roman Catholicism. Among them will be: the transition from a Jewish community to a largely Gentile church; the early heresies; Augustine and the decline of the Roman Empire; the development of the power of the Papacy; the Protestant Reformation; the First and Second Vatican Councils. It is obvious that the course is designed to be a survey of selected highly-influential periods in the development of Roman Catholicism. It will make fairly extensive use of the Bible, the history of the Church, and systematic theology in its attempt to trace the gradual unfolding of the modern understanding, especially among American Catholics, of

Jesus Christ, the Church, and the seven sacraments of the Church.

"Crises in Catholicism" is not a core-level course. It hopes to attract students who have more than a passing interest in theology. Thus, it could serve as an overview which would help the student to focus more sharply his or her theological interests. Edward R. Callahan, S.J.

Level One-Historical

TH 308 (HS 207) Islamic Civilization in the Middle East (S: 3)

See course description under HS 207.

Benjamin Braude

TH 315 (HS 292) Saints, Heretics, Witches (S: 3)

See course description under HS 292.

Virginia Reinburg

Level Two

TH 330 Majors' Seminar (F: 3)

The Majors' Seminar is designed to help majors synthesize their coursework, identifying key themes, questions and areas in need of further study. This course is offered each fall, and may be taken by senior or junior majors; it is recommended that sufficiently-advanced students take the seminar in junior year.

Majors only.

James M. Weiss

Level Three-Biblical

TH 340 Israel in Transition: The Books of Judges, Samuel and Kings (S: 3)

The books of Judges, I and 2 Samuel, and 1 Kings deal with a crucial period of Israelite history, a period that witnessed major political and ideological changes, and that inspired some of the most dramatic and sophisticated biblical literature. The course will examine the theme of leadership as developed in the literary traditions dealing with Israel's transition from a loosely-organized tribal society under the "judges" to a united monarchy. Employing traditional biblical criticism and modern literary approaches, the course will give special attention to literary and theological issues in the narratives of the judges and in the stories of Israel's most famous kings, Saul, David, and Solomon. J. Cheryl Exum

TH 341 The Book Of Isaiah: History and Theology (F: 3)

A historical, theological, and literary survey of the whole of the Book of Isaiah. A lecture course in which discussion is encouraged. Hebrew desirable but NOT required. This is NOT a beginner's course; an introductory course is prerequisite. *Philip J. King*

TH 342 Power, Violence and Sexual Politics in the Bible

The large body of biblical literature dealing with Israel's transition from a loosely-organized tribal society under the "judges" to a united monarchy offers some of the most sophisticated and intricate presentations of men and women, God, and their interaction. Using traditional biblical criticism and modern literary approaches, the course will explore the complex interrelationships between sex, power, and violence in selected texts from the books of Judges, I and 2 Samuel, and 1 Kings.

Offered Spring 1990.

J. Cheryl Exum

TH 356 The Psalms

A study of the Psalms, with emphasis on the current approaches to this study. Individual psalms will be treated in depth as examples of major categories of Psalms. The meaning of the Psalms for today will be a serious consideration throughout the course.

Offered Spring 1990. Philip J. King

TH 357 The Pauline Tradition

Prerequisite: Some introduction to Biblical exe-

Survey of Pauline thought as it developed in the letters of Paul and the later "Pauline School." Introduces student to social analyses of Pauline churches as well as basic themes in Pauline theology.

Offered Fall 1989. Pheme Perkins

TH 358 The Johannine Community (F: 3) An exegesis of the Gospel of John and Johannine Epistles. This course focuses on the emergence and development of the distinctive type of Christianity found in the Johannine writings. Attention is also paid to the literary techniques used by the evangelist. Each section of the gospel is treated from three points of view: (1) background material used and edited by the writer as a key to developments within the community; (2) literary composition; (3) emergence of the peculiar religious and technological themes typical of the Johannine writings.

Pheme Perkins

TH 362 New Testament Christology

Studies the traditions and forms of expression by which New Testament writers express the relationship between Jesus and God and its significance for the salvation of humanity.

Offered Spring 1990. Pheme Perkins

TH 363 Studies in Luke-Acts

This course will be devoted largely to literary analysis of the Lukan writings. A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structures, point of view, closure and rhetorical patterns in this two-volume work.

Offered Spring 1990. John A. Darr

TH 366 The Book of Exodus

A study of the dominant themes of the Book of Exodus, with emphasis on exodus, election and covenant. This course presupposes at least an introductory course in hebrew Bible.

Offered Fall 1989. Philip I. King

TH 367 New Testament and Judaism (S: 3) Themes, ways of thought, practices and historical events common to Judaism and Christianity will be examined in the New Testament and in major Jewish sources. Anthony J. Saldarini

TH 378 Jesus in Story and History

A literary and historical study of Jesus of Nazareth. An extensive literary-critical analysis of the diverse portrayals of Jesus in the canonical Gospels will be followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus behind literary/theological accounts.

Offered Fall 1989. John A. Darr

TH 389 The Parables of Jesus (F: 3) Detailed analysis of the figurative sayings of Jesus preserved within the Synoptic Gospels. Emphasis on working with the texts themselves. Special topics: history of parable development and interpretation; historical-critical ap-

proaches to the parables; modern literary and psychological understandings of metaphor; the Jesus of the parables.

John A. Darr

Level Three-Historical

TH 396 Medieval Theological Anthropology (S: 3)

This exploration of medieval understandings of the human person will trace the development of major themes in medieval theological anthropology from the 4th to the 13th century, examining central themes such as nature and grace, sin and fall, the human as image of God and as microcosm, soul and body, freedom and Divine Providence. Readings will include Augustine, Gregory of Nyssa, Bernard of Clairvaux, William of St. Thierry, Peter Abelard, Bonaventure and Thomas Aquinas.

Ellen M. Ross

TH 407 Erasmus and Luther (S: 3)

This course introduces the life, thought, and fatal interaction between two champions of Renaissance learning and Reformation religion. In Erasmus of Rotterdam, we see summarized the legacy of Renaissance humanism placed in the service of Christian piety. In Martin Luther, we see the inauguration of a new age in Christianity. We shall spend half the course to study the background and thought of each thinker. The second half of the course will examine the debate between them, which still goes on in the sprituality and theology of Christians.

James M. Weiss

TH 423 Seminar in Latin Patrology (S: 3) Prerequisite: Latin

This seminar will be devoted to Augustine De catechizandis rudibus.

Offered Spring 1990. Margaret A. Schatkin

TH 425 (CL 323) Seminar in Greek Patrology (F: 3)

Prerequisite: Greek

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This semester will be devoted to the study of *Basil*

Also to be offered Fall 1989; seminar will be devoted to *Gregory of Nyssa*.

Margaret A. Schatkin

TH 442 Religion in the United States (F: 3) A historical survey of the religious, theological and institutional developments of the major Christian and Jewish traditions in the United States. Thomas Wangler

TH 444 (HS 401) Reformation I (F: 3) See course description under History Department.

Virginia Reinburg

Level Three—Ethical and Social Scientific

TH 415 (PO 665) Spinoza's Political Religious Liberalism (S: 3)

The course will concentrate on Spinoza's *Theologico-Political Treatise*, one of the key books of early modern liberalism, and the one that defined the terms in which the problem of faith and reason would henceforth be posed by most theologians and philosophers. Spinoza's short *Political Treatise* and selections from his *Ethics* will also be read. Special stress will be placed on Spinoza's justification of liberalism,

both political and religious, his analysis of miracles, his novel method of biblical interpretation, and his peculiarly modern understanding of natural right.

Christopher Bruell
Ernest L. Fortin, A.A.

TH 427 Recent Roman Catholic Social Thought (F: 3)

This course will critically analyze twentieth century Roman Catholic thought regarding the moral dimensions of social, political, and economic life. Attention will be devoted to selected social thinkers, magisterial social teachings, and Latin American liberation theology. Issues treated will include theories of justice, human rights, the common good, and socioeconomic development. Authors examined will include J. Maritain, J. C. Murray, and G. Gutierrez.

Stephen Pope

TH 428 Liberation Theology and Social Ethics (S: 3)

This course will critically examine Christian liberation theology and ethics, particularly in its Latin American, Feminist and Afro-American forms. Attention will be given equally to theological, social ethical, and methodological concerns. Topics will include the role of experience and history in Christian thought, the use of social theory in liberationist thought, the relation of religion and social transformation, the moral evaluation of revolutionary violence, the meaning and varieties of oppression. Authors examined will include G. Gutierrez, B. Harrison, and C. West.

Stephen Pope

TH 431 (ED 632) Psychology of Adolescent Religious Development (F: 3)

The focus of the course is on developing the capacity to relate psychological and theological models of development to the data of individual lives. Although there will be an initial examination of faith development in early and middle childhood, primary attention will be given to early adolescence (13-18) and late adolescence (18–25). Among the issues that will be dealt with are the role of personal images of God for faith, the religious dimensions of sexual development in adolescence, the issue of differential moral development in men and women, the nature of faith crisis in the college years, and the problem of normativity in developmental models. Margaret Gorman, R.S.C.J.

TH 432 (ED 633) The Psychology of Adult Religious Development (S: 3)

This course continues the interdisciplinary analysis of TH 431/ED 632 into the nature of faith development in the human life cycle. TH 431/ED 632 is not, however, a prerequisite for this course. Focus will be on early and middle adulthood (post-college and beyond) and later life. Among the issues that will be covered are the problem of normative life pattern, the significance of ongoing conversion in the development of faith, the creation of family and community, sexuality through the adult years, and the problem of facing loss through death, divorce, separation.

H. John McDargh

TH 529 Nietzsche and Christianity (F: 3) Origin and nature of contemporary existential

thought as seen through Nietzsche's principal works (Zarathustra, Beyond Good and Evil, Genealogy of Morals, Twilight of the Idols, The Antichrist). The new atheism and the notion of post-Christianity. Particular emphasis on the relation of Christianity to modern thought.

This course is also of interest to students in Political Science. Ernest L. Fortin, A.A.

TH 553 Feminist Ethics I (F: 3)

Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, war. Special attention will be given to the problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. The course will explore the problem of redefining "power" and "politics" through the process of living "on the boundary" of patriarchal institutions.

Mary Daly

TH 554 Feminist Ethics II (S: 3)

The course will reflect upon and be part of the process of transvaluating values in women's consciousness and action. We will explore the problem of breaking old habits ("virtues" and "vices") instilled through patriarchal teachings and practices. We will consider specific manifestations of sexual politics in religion, language, education, the media, medicine, and law. May be taken separately from TH 553.

Mary Daly

TH 557 A Feminist Critique of Selected

Theological and Philosophical Texts I
The course will analyze and critique selected writings of Plato, Aristotle, Aquinas, and Descartes from a woman-identified perspective.

Offered Fall 1989.

Mary Dal

TH 558 A Feminist Critique of Selected Theological and Philosophical Texts II

The course will analyze and critique selected modern and contemporary philosophical writings from a feminist perspective. Included will be works of Nietzsche, Tillich, Sartre, de Beauvoir, Arendt. May be taken separately from TH 557.

Offered Spring 1990.

Mary Daly

TH 559 Sexual Ethics Within the Roman Catholic Tradition (S: 3)

Prerequisite: A Core Ethics course.

This course will attempt to present the main lines of the Roman Catholic tradition in matters involving human sexuality. Special attention will be given to historical factors which influenced the formation of the tradition, and certain specific sexual problems will be considered from doctrinal and pastoral points of view.

James A. O'Donohoe

TH 566 Mythic Patterns of Patriarchy (S: 3)

A study of mythic Goddess-murder (e.g., the Babylonian creation myth) and societal reenactments of such myths in the ritual atrocities in modern technocracy as well as in pretechnological societies. We will focus on the mythic and theological archetypes and other "sacred canopies" of legitimation which have justified such atrocities as Indian suttee, Chinese footbinding, African initiation rites, European witchburning, abuses in modern medicine, animal experimentation, and the rape of the planet through nuclear and chemical contamination. May be taken separately from TH 565.

Mary Daly

TH 589 Rebirth of Utopia (F: 3)

This course reads several modern classic utopian works for the perspectives they yield on U.S. society, rather than as blueprints for the ideal society. The interpretive method used to identify the utopian dimension of a text is as well the means of engaging that text with contemporary social questions. Lastly, the relationship between utopia and society is explored as a means of analyzing selected uses of the Kingdom of God to justify social involvement and accountability. *James Rurak*

UN 590 Faith, Peace and Justice Senior Project Seminar (S: 3)

Prerequisite: Permission of the Director of the Program for the Study of Faith, Peace and Justice

This course provides the "finishing touch" for students in the program for the Study of

Faith, Peace and Justice.

Students enrolled in the seminar work closely with a faculty project advisor from the department of their major, and present preliminary results of their project study in the seminar. Student and faculty responses to the presentation will help shape the presenter's project into a finalized form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

The Department

TH 598 The Search for the Self in Religion and Psychology (F: 3)

The problem of the nature and destiny of "the self" has long engaged religious thinkers, both East and West. It has also emerged as a central theoretical and psychotherapeutic concern in convergence of psychoanalytic theory with developmental psychology. This course attempts a dialogue between spiritual traditions and psychological thinkers on the origins, formation and future of "the self." Some prior psychology and theology recommended.

H. John McDargh

Level Three—Comparative and Systematic or Doctrinal

TH 377 Religious Themes in Gerard Manley Hopkins (S: 3)

Though requiring no previous familiarity with the poetry of this famous Jesuit convert-priest, "One of the great religious poets of all times," this course presents for discussion his theologically-based religious themes from the majesty of God to the external glory manifested by the creatural world. Influences on Hopkins by theologicans and mystics like Duns Scotus, Ignatius of Loyola and Marie Lataste will be discussed.

Miles Fay, S.J.

TH 383 India and the Christian West

Over many centuries, the Christian West has encountered India and Indian religions on various levels and with varying degrees of intensity. This encounter has both revealed and shaped European Christianity's view of itself; therefore, we can learn a great deal about Christian culture, theology, ecclesiology and missiology by attending to how Western Christians have responded to India. We will study these responses against the background of Biblical views of "unbelievers," Greek views of non-Greeks, and particularly the Indians, and medieval Christendom's view of Islam. Focus will be on the Indian-European encounter in the colonial period, especially the work and theology of Roberto de Nobili, S.J., a 17th-century missionary in South India. Attention will also be paid to the reverse question: how did Indians—particularly Hindus—view outsiders, Europeans and Christians in particular? In the

closing weeks, we will situate some recent efforts at "the theology of non-Christian religions" (e.g., Rahner, Hacker) and "dialogue" within the course's historical perspective, and evaluate them accordingly.

Offered Spring 1990. Francis X. Clooney, S.J.

TH 386 Good and Evil in Indian Thought An introduction to classical Indian ethics; ideas of good and evil, justice and love, right living, freedom, the meaning of death, etc., in the context of the broader Indian notions of human nature and human destiny. Emphasis on primary sources, ancient and modern from the Laws of Manua and Tirukural to Radhakrishnan's theories. Special topics include: karma, non-violence, the caste system and the status of women. Sub-themes include comparison with Christian and Western ethical notions, and the possibility of "universal morality." No prerequisites, but prior study of India or Ethics helpful.

Offered Fall 1989. Francis X. Clooney, S.J.

TH 387 Scripture and Revelation in the Indian Tradition: Two Texts of Devotion (S: 3)

Introduction to the sacred "books" of India through a careful reading of two texts: the Sanskrit language Bhagavad Gita (c. 200 BC) and (part of) the Tamil language Tiruvaymoli (c.700 AD), against the background of older materials such as the Sanskrit Vedas and upanisads and the Tamil poetry of south India, and in the context of Indian notions of sacred word. Attention will be paid to the Hindu use of the two texts, to supporting notions of revelation and inspiration, and to Hindu methods of commentary. Comparative issues will be addressed, particularly the Christian understanding and treatment of the Bible. No prerequisites, but prior study of India or the Bible will be helpful. Francis X. Clooney, S.J.

TH 392 Christian Initiation: Baptism (F: 3) The evolution of the ritual structure of Christian initiation including conversion, catechumenate, and the rites of baptism/confirmation, from New Testament evidence to contemporary practice. Analysis of the ritual structure of the RCIA (Rites of the Christian Initiation of Adults) and its theological ramifications.

Pamela Jackson

TH 393 Christian Initiation: Eucharist (S: 3)

The emergence of eucharistic patterns of worship from early Christian liturgies to the reforms of Vatican II. Structural analysis of, e.g.: Jewish meal prayers, NT evidence, Didache, Apostolic Tradition, Apostolic Constitutions and other fourth-century sources, the Liturgy of St. John Chrysostom, Roman sacramentaries, and ordines, the reformed Eucharistic rites of Protestant and Catholic Reformations and Vatican II. The analysis will be based on primary source materials in translation.

Pamela Jackson

TH 398 Conversion and Grace

After a short history of the perspectives on conversion and grace, the course will focus on three thinkers: Augustine, Aquinas and Lonergan

Offered Fall 1989. Louis P. Roy, O.P.

TH 474 Six Medieval Theologians (S: 3) This will be a study through translated texts of six major theologians: Augustine, On Christian Doctrine, Pseudo-Dionysius, On the Divine Names; Abelard, Scito Te Ipsum; Anselm, Cur

Deus Homo; Bonaventure, Journey of the Mind to God; and Thomas Aquinas, Exposition of Boethius' De Trinitate. Stephen F. Brown

TH 490 Religious Experience and Faith

The purpose of this course is to compare the modern Roman Catholic conception of faith with other views found in the Bible, Thomas Aquinas, Schleiermacher, Buber and Lonergan. We will ask wehther a stress on religious experience is compatible with a complete re-Louis P. Roy, O.P. spect for objective truth.

TH 493 Christian Worship: A Systematic Theology of Worship (F: 3)

A systematic view of the "what" and the "why" of many forms of Christian communal worship as background for interpreting the origin, mystery and value of its chief forms; featuring enduring insights from the traditions of East and West as well as of the 16th century Reformation churches; special attention to 20th century ecclesiastical studies and human sciences. Edward J. Kilmartin, S.J.

TH 497 Intersubjectivity and the Knowledge of God

From interhuman encounter and self-knowledge to the knowledge we can have of God. Personalist insights from MacMurray, Buber, Lonergan, Moore and Aquinas. Offered Spring 1990. Louis P. Roy, O.P.

TH 498 Theology of Christian Mysticism (F:3)

This course focuses upon the essence of Christian mysticism as a way of life involving the person's purification by, illumination by, and eventual union with the God of love and truth. The stages of mystical ascent, secondary mystical phenomena (visions, etc.), and conflicting psychological, philosophical, and theological views will be presented. Harvey D. Egan, S.J.

TH 499 The Mystical Spirituality of Karl Rahner (S: 3)

Karl Rahner has been called a Father of the twentieth-century Church. This course will focus upon the devotional and spiritual writings of this great theologian. Lacking the ponderous and difficult Germanic form and style of his well-known theological works, these lucid and theopoetical writings still explicate Rahner's powerful Christian synthesis; elucidate the major truths and insights of the Christian faith; show how theology must flow from and back into prayer; and provide the foundations for a contemporary Christian spirituality and mysticism. Harvey D. Egan, S.J.

TH 502 Experience of Spirit in Christ and Church (S: 3)

An exploration of the theological identity of Christ and Church from the perspective of the Christian experience of Holy Spirit. Studies of New Testament Christology and Ecclesiology and consideration of contemporary developments and issues are directed towards the articulation of a comprehensive model of Christ and Church. Robert Imbelli

TH 503 On the Incarnation (F: 3)

The "basics" of Christology: the classical doctrines and their systematization; modern challenges and the possibilities for contemporary restatement.

Offered Fall 1989.

Charles Hefling

TH 511 On the Redemption

The "basics" of soteriology: how the life, death, and rising of Jesus the Christ affect "salvation." Continues TH 503, but may be taken separately.

Offered Spring 1990.

Charles Hefling

TH 517 (EN 346) Poetry and Belief $(\mathbf{F}:3)$

Beliefs contain doctrines of creation, fall, exilesearch, redemption, transcendence. These doctrines derive primariy from poetic images. Contemporary poets inherit these images. (1) They are shattered by the process, or (2) they are forced into creating new theological imagery, or (3) into ignoring the traditions of belief. The process is conscious and in the traditions of poetic prophecy. The course will consist of an analysis of some ancient and some contemporary poetry to show the formation of images of belief. Francis P. Sullivan, S.J.

TH 576 Aquinas' Treatise on God (F: 3) This course will concentrate on the writings of Thomas Aquinas which deal with the One

Advanced undergraduates will be admitted, but only by permission. Although useful, knowledge of Latin will not be required; occasionally, however, reference will be made to technical or significant Latin words.

The God one finds in the writings of Aquinas is the fullness of Existence, and, because of that, eternal, immutable, impassible, without any real relation to the created world, etc. Such like attributes have often been misrepresented. Therefore, one of the aims of this course is to achieve as best an interpretation of Aquinas' intentions as one can, by coming to grips with what he actually said, and by situating it in its own context. His thinking will be set against the backdrop of his use and transformation of some Aristotelian concepts. The inner logic and dialectic of questions 1 through 26 of the Summa Theologiae will be examined. Several excerpts from other writings by Aqui-Louis P. Roy, O.P. nas will also be studied.

TH 582 Foundational Theology (S: 3) There is much discussion and debate on foundationalsim and anti-foundationalism. This seminar will analyze the various positions and counterpositions on this debate, indicating how dialectics, as distinct from hermeneutics, radically transforms the basic terms and relations operative in the debate. Matthew L. Lamb

TH 594 Intelligence and Doctrine (F: 3) The focus of this seminar will be an exploration of how Christian doctrines express, not an irrational or arational belief system, but efforts to rationally understand Christian revelation in Christian worship and witness. Special emphasis will be given to how genuine Christian doctrine develops an understanding of truth which is liberative and non-dominative, thereby clearly distinguishing authority from authoritarianism. Such an approach to truth also counteracts the modern dichotomy between truth and value, indicating how doctrines should inform ways of living which counteract the irrationalities of human history, e.g., the oppressions of empires and superpowers, the horrors of holocaust and genocide.

Matthew L. Lamb

University Courses

University courses are interdisciplinary courses which may be offered by various departments. For the academic year 1988-89, "UN" courses may be found under the Philosophy and Theology department listings in this Bulletin.





School of Education

The School of Education was founded in 1952 as the first co-educational undergraduate college on the Chestnut Hill campus. It is one of four undergraduate schools at Boston College and is devoted to the general intellectual and spiritual goals of the university. Its specific purpose, to be achieved in a manner consonant with the broader university goals, is to prepare young men and women for the education and human service professions. Programs are designed to insure that the students receive a general education, professional preparation and a specialized education in his or her major field. Faithful to the ancient traditions of Jesuit education, the School of Education is committed to an educational ideal wherein its students shall first become broadly educated persons and then be competently informed and skilled in the knowledge and techniques of the teaching and human service professions. The goal is to produce highly educated persons who have, in addition, a superior professional preparation. Students may choose to major in Early Childhood Education, Elementary Education, Middle School Education, Secondary School Education, Special Education, Severe Special Needs, or Human Development.

Within the Special Education program students may choose to major in either Severe or Moderate Special Needs. Because of current state regulations requiring regular certification prior to endorsement as a teacher of children with Moderate Special Needs, students in this program will also fulfill the program requirement in Elementary Education or Early Childhood Education. Students interested in this field are to declare this double major by the

end of the sophomore year.

The program in Severe Special Needs prepares a person to work with severely handicapped individuals in separate special classes located in public schools, in special day schools, or in residential schools.

The Secondary School Program is taken in conjunction with a major in the College of Arts and Sciences. Currently, the student may follow a program in Biology, Chemistry, Geology, Physics, English, History, Mathematics, French,

Spanish, or Theology.

A major in Human Development is also offered in the School of Education. This program prepares students for graduate study in counseling or educational psychology. In the past students upon completing bachelor's degrees in this program have obtained employment in various psychological, educational, human service and business settings. The tencourse major gives a strong background in the area of psychology. It is specifically designed for students who wish to work in non-school settings.

Many of the programs in the School of Education are designed to prepare students to meet state requirements for teacher certification. Since many states are in the process of revising their certification regulations, all programs offered by the School of Education may be subject to revision depending upon requirements of state educator certification agencies.

The School of Education also has many distinct graduate programs; these are described in the Graduate Catalog of Boston College. Students may elect graduate courses in the

four divisions: Educational Foundations, Counseling Psychology, Special Education, and Curriculum, Instruction, and Administration. In some areas of study, a student may complete a master's degree in one year.

Academic Regulations

All students entering the School of Education are to follow a program of study in selected majors and complete University Core requirements and electives needed to fulfill degree requirements. A minor (or a major) in the College of Arts and Sciencs is also required. All programs lead to the degree of Bachelor of Arts.

Requirements for the Degree

1.1 The bachelor's degree requires the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semesterhour credits), normally distributed over eight

semesters of four academic years.

1.2 Within the 38 courses required for graduation, the following 12 courses, comprising the University Core curriculum, are required of all students. Students are advised to select Core courses very carefully, making sure they satisfy the Core requirement in each department in Arts and Sciences. Identification of Core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's Schedule of Courses. Students are encouraged to complete Core courses in the freshman and sophomore years.

- 2 courses in European History
- 2 courses in Philosophy
- 2 courses in Theology
- 1 course in Natural Science
- 1 course in Mathematics
- 2 courses in Social Sciences (including Sociology, Political Science, Economics, Psychology, or Education)
- 2 courses in English

1.3 A minor of four to six courses in an Arts and Sciences discipline is currently required of all students in the School of Education. This minor should be in areas which complement the program in the School of Education, e.g., English, Spanish, Mathematics, Art, History, Psychology, etc. Minor programs need the approval of their Program Coordinator. The graduating class of 1993 may be required to follow a major in Arts and Sciences to fulfill the new Massachusetts regulations for teacher certification.

1.4 A major program of studies within the School of Education must be declared by all students and approved by the Office of the Dean of the School of Education before the end of the sophomore year. Basic skills will be assessed before students are accepted to specific teacher preparation programs.

1.5 All students in the School of Education must be formally confirmed for specific programs in the School of Education. Students enrolled in the School of Education must complete and submit a program confirmation form to the appropriate Program Coordinator before the end of the sophomore year. Early program confirmation (even in the freshman year) is encouraged.

1.6 The remaining courses required for graduation include additional major courses and electives. Those students majoring in a liberal arts area will complete the same courses in their major as are required of Arts and Sciences students.

Normal Program

2.1 Program Distribution: The normal course load for freshmen, sophomores, and juniors is five courses each semester; for seniors, four courses. A freshman or sophomore who wishes to take only four courses may do so but must have the approval of the Office of the Dean. A sixth course may be taken by students whose average is at least 2.9. A student whose average is between 2.0 and 2.9 must obtain approval for a sixth course from the Office of the Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or cumulative average, whichever is higher. Any sixth course must be designated as an audit or for credit when registering at the beginning of each semester.

2.2 During the first two years students are required to enroll each semester in a minimum of three credits in Education, unless otherwise

approved by the Office of the Dean.

2.3 No more than eleven courses may be taken for credit in one year without special permission of the Office of the Dean.

- 2.4 Full-time status for a student in any class requires enrollment in at least four courses in
- 2.5 Tuition shall apply per semester as published, even if the student carries the minimum full-time load or less.
- 2.6 Acceleration: Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.
- 2.7 The only courses which a student, after admission to Boston College, may apply toward a School of Education degree (whether for Core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Dean is authorized to grant exceptions to the provisions of this regulation for the following situations:
 - -official cross registration programs;
 - —the Junior Year Abroad Program;
 - —official college exchange programs;
 - -special study programs authorized by the Office of the Dean;
 - —removal of deficiencies incurred by failure, withdrawal from a course, or course underload;
 - -subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration as approved by the Office of the Dean of Education.

Any of the above exceptions granted must be based on prior written approval from the Office of the Dean.

Transfer into the School of Education

- 3.1 The School of Education expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least four semesters of full-time study in Education after the transfer.
 - 3.2 For students who have transferred from

a college or university other than Boston College, courses which have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements

3.3 Students transferring into the School of Education must meet with the appropriate Program Coordinator and have their program of studies confirmed as soon as possible after admission to the School of Education, but prior to the beginning of classes.

Pass/Fail Electives

- 4.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in Core or major courses. A student must indicate his or her desire to take a course on a pass/fail basis at registration time in the Office of the Dean.
- 4.2 No more than six courses for which the final grade is pass will be counted toward a degree.

Fulfillment of Requirements by Equivalencies

- 5.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses
- 5.2 A student, anytime before senior year, may be relieved of a Core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairperson of a department that administers courses satisfying the Core requirement, that he or she has mastered the content of such a course.
- 5.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course, may, with the approval of the Office of the Dean, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts and Sciences.

Requirements for Good Standing

- 6.1 In order to remain in the School, a student must maintain a cumulative average of C- (at least 1.5) as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.
- 6.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, will result in the student's being placed on warning, or being required to withdraw from the School, as the Academic Regulations Board shall determine. Unless the stu-

dent returns to good standing by the approved methods (see Course Make-up) or should the student incur additional failures or withdrawals, or carry an underload, while on warning, the student will be required to withdraw from the School at the time of the next annual re-

- 6.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes only one course in a semester, the Academic Regulations Board may require immediate withdrawal.
- 6.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic year will mean dismissal. A deficiency is defined as a failure in a course, a withdrawal from a course, or an unapproved underload.

Course Make-up

- 7.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least C-), or at another accredited four-year college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Dean prior to registration in them.
- 7.2 To make up deficiencies, not more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.
- 7.3 A student who has been or will be required to withdraw may seek approval of the Office of the Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades in approved summer courses will not be allowed to matriculate in the School of Education.

Class Attendance

- 8.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or field experience will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.
- 8.2 A student who is absent from class is responsible for obtaining from the professor or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.
- 8.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.
- 8.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Dean of Students and the Office of the Dean of the

School as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Office of the Dean of the School of Education as soon as the student's health and other circumstances permit.

8.5 Final examinations must be given in all courses at the prescribed time. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness. The illness must be confirmed by the Associate Dean preferably before the time of the final examination but certainly within forty-eight hours of the examination.

Professional Field Experiences

- 9.1 Sophomore and junior field experiences are an essential part of the curriculum in the School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the Director of Field Experiences of absences from the site.
- 9.2 Student-teaching is a full-time, five days per week, experience in the senior year for one entire semester. It must be completed by all students seeking certification. A cumulative grade point average of B- (2.5) and successful completion of all courses leading to student teaching will be necessary for acceptance. All students will be screened for eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded from Student Teaching. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation as future teachers. No student will be allowed to enroll in an overload while taking Student Teaching.
- 9.3 Experiences in schools and agencies are a vital part of the curriculum in the School of Education. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from these facilities.
- 9.4 Beginning with the graduating class of 1991, grades given for field experiences, including internships and student teaching in the senior year, are not added to the cumulative grade point average. This is true whether the courses are pass-fail or not.

International, Out-of-State Program for Undergraduate Studies

The School of Educations's International and Out-of-State Program offers undergraduate classroom and research opportunities in a variety of foreign countries and out-of-state settings. International settings include classrooms in such countries as Switzerland, Ireland, Great Britain, France, Scotland, Germany, and Spain. Out-of-State settings provide opportunities to work on Indian reservations in Montana and New Mexico, rural schools in Vermont, the mid-west, or schools in Colorado and California. For information regarding programs and requirements, contact the Program Director for International/National Programs, School of Education, Campion 115, Boston College.

9.5 To enroll in student teaching (full-time practicum) requires the permission of the in-

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structor, the program coordinator and the Director of Student Teaching.

Leave of Absence

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

Grade Change

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Office of the Dean no later than six weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a professor to finish the work after the end of the semester in which the course was initiated.

The Dean's List

The Dean's List recognizes the achievement of students semester by semester. The List classifies students in three groups according to cumulative semester averages: First Honors (3.700–4.000); Second Honors (3.500–3.699); Third Honors (3.300–3.499).

The Honors Program

Scholarship and academic excellence has continually been a tradition at Boston College. To meet the needs of superior students, the School of Education offers an Honors Program. It consists of a Great Books Club and more advanced courses designed specifically for students eligible for first honors.

Degree with Honors

13.1 Latin honors accompanying the degrees of Bachelor of Arts are awarded in three grades: Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude, with Honors, to the next 15%. These percentages are based on the student's 8-semester cumulative average.

Awards and Honors

General Excellence Award: An award presented by the Boston College School of Education to a senior who qualifies for a teaching certificate and has at the same time manifested

outstanding achievement in all courses of study during four academic years.

The Saint Edmund Campion Award: An award presented by the Boston College School of Education for excellence in an academic major.

The Dr. Marie M. Gearan Award: An award presented in honor of Professor Gearan, a member of the original faculty and the first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguised success as a student teacher.

The Blessed Richard Gwyn Award: An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

The Rev. Henry P. Wennerberg, S.J. Award: An award presented in Honor of Father Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

The John J. Cardinal Wright Award: A good teacher is one who is dedicated to the art of motivating his or her students to learn. This award, in honor of His Excellency John J. Cardinal Wright, is presented to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and at the same time dedicated himself or herself to high educational ideals.

The John A. Schmitt Award: An award presented to a member of the senior class who, like Professor Schmitt, has consistently demonstrated compassion for his fellow man, integrity in his dealings with others, diligence in his profession, and courage in the pursuit of what he believes to be right.

The Mr. and Mrs. Vincent P. Roberts Award: An award presented to a member of the senior class who is distinguised for loyalty to the ideals and purposes of the School of Education.

The Council for Exceptional Children Award: An award presented to a member of the Boston College Chapter of the Council for Exceptional Children—for demonstration of unusual service to the care and education of handicapped children.

The Rev. Charles F. Donovan, S.J., Award: This award is presented to a member of the Junior Class in honor of Charles F. Donovan, S.J., founding Dean of the School of Education. Selected by the members of the class, the recipient of this award exhibits superior leadership, academic, and innovative qualities; demonstrates excellence in professional and personal commitment, and has a genuine concern for the needs and values of others.

The Rev. James F. Moynihan, S.J. Award: This award is presented by the Boston College School of Education in honor of James F. Moynihan, S.J., first Chairman of the Psychology Department and Professor of Counseling Psychology in Education for many years. The award is given to a student in the Human Development Program who has shown superior scholarship, contributed creatively to the well-being of others, and manifested dedication and commitment to the enhancement of the human development process.

Majors in Education

Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching normal and

mildly handicapped children in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs. The program sponsors a demonstration Piagetian-based preschool, available to students for developing teaching competencies. Some aspects of this program may also be taken as a minor or a concentration.

Education Course Requirements for the Early Childhood Major are:

Freshman

University Core Requirements Child Growth and Development I and 11

Sophomore

University Core Requirements
Early Childhood Development and Learning
Educational Measurement

Children with Special Needs in the Regular Classroom

Curriculum and Models in Early Education

Iunion

Teaching Reading
Teaching Mathematics
Language and Beginning Language Arts
Seminar and Methods in Early Education
Exploring Science and Social Studies

Sonior

Student Teaching: Early Childhood Family, School, and Community Relations Philosophy of Education

Major in Elementary Education

The major in Elementary Education prepares students for teaching normal and mildly handicapped children in regular settings in grade one through grade six.

In addition to the mastery of program content, students are instructed in the organizational practices of the elementary classroom and instructional strategies utilized with children at the elementary level. Students develop competencies in diagnostic/prescriptive teaching which will allow them to develop programs for children at all levels of ability. Integrated into this program is instruction in the competencies which will enable students to effectively mainstream mildly handicapped children into the regular classroom.

The field component accompanying the program provides opportunities for students to work with children in both the regular classroom and the resource room.

Students are advised to pursue an area of concentration along with the regular elementary program.

Beginning with the graduating Class of 1990, two courses beyond the core in American History will be required of students in this program.

Education Course Requirements for the Elementary Major are:

Freshman

University Core Requirements
Child Growth and Development 1 and II

Sophomore
University Core Requirements
Music, Art, & Movement
Educational Measurement
Learning in the Elementary and Middle School

Children with Special Needs in the Regular Classroom

Junior

Teaching Language Arts
Teaching Social Studies
Teaching Mathematics
Teaching Science and Health
Teaching Reading

Senior
Student Teaching
Philosophy of Education
Electives

Major in Middle-School Education and Junior High School Education

This program prepares students to teach in middle school or junior high school settings (grades 5-9). This program is for those students who will be doing their senior practicum within the span of grades 5-9, and whose career goal is to teach in either a middle or junior high school. Middle schools usually include either grades 5-8 or 6-8, while junior high schools usually include grades 7-8 or 7-9.

Requirements:

Students must complete a minimum of 36 semester hours of course work in the subject-matter fields of middle-school education.

These are defined as Reading, Oral and Written Communication, Literature, Mathematics, Biological and Physical Education. At least one of these fields must amount to a college minor (21 credits), but it is to one's advantage to have a second teaching field at approximately the same depth of learning. A student can choose to develop a minor from the following fields—Mathematics, Biological and Physical Sciences, Language Arts, Social Studies.

Students must complete a pre-practicum of 21 semester hours of course work and field experiences. Three of these courses have a field component.

Students must complete a successful Middle-School Senior Practicum.

Education course requirements for the Middle School Major and Junior High School Education

Freshman

Child Growth and Development I Child Growth and Development II

or Adolescent Psychology

Sophomore

Introduction to Students with Special Needs Educational Measurement

Teaching Reading

Learning in the Elementary & Middle School Introduction to Teaching in the Middle School

Junior

Middle School Curriculum and Instruction Wellness & Health

Senior

Student Teaching: Middle School Philosophy of Education

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades nine to twelve. The field-experience component which is offered during the junior and senior years is an integral part of the professional course work. The major in Secondary Education will benefit those students who are interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Boston College has, as its goal, the preparation and development of teacher-scholars, the educational leaders of the future.

Students may prepare in the following disciplines:

Biology Chemistry Geology (Earth Science) Physics English History Mathematics French Spanish Theology

Courses in a discipline are taken in the appropriate departments and requirements may be found in this Bulletin under the College of Arts and Sciences.

Application to the program is made during the sophomore year.

Education course requirements for the Secondary Major are:

Freshman University Core Requirements Child Growth and Development I Adolescent Psychology

Sophomore
University Core Requirements
Secondary Curriculum and Instruction
Juvenile Delinquency
Major Courses in Discipline

Junior
Special Methods*
Reading Instruction in the Middle and
Secondary School*
Educational Measurement
Major Courses in Discipline

Senior Secondary School Lab and Seminar* Student Teaching: Secondary Philosophy of Education

*With these courses there is a one-credit lab which must be taken. The lab consists of participation in an assigned secondary school.

School of Education students with a major in Secondary Education may follow an approved program in Biology of 43 credits:

CH 109-110	General Chemistry	6 credits
CH 111-112	Lab	2 credits
CH 231-232	Organic Chemistry	6 credits
CH 233-234		2 credits
Mathematics-	any Core courses	6 credits
BI 200-202	Intro. Biology	6 credits
BI 201-203	Lab	2 credits
BI 300	Genetics	3 credits
BI 301	Lab	1 credit
Biology elective	ves	9 credits

Suggested electives are: PS 058 Inequality: Psychological and Social Consequences; ED 379, Teacher and School Effectiveness; and PL 088–089 Person and Social Responsibility. All students in Secondary Education should consult regularly with the Coordinator of Secondary Education.

Major in Human Development

The major consists of offerings in the Divisions of Counseling Psychology and Foundations. It provides a basic foundation for further graduate study in Counseling or Educational Psychology. For the student who does not plan on graduate studies the major will prepare for entry level employment in social service settings such as child/adult residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and experimental educational settings. This major does not provide for state certification as a classroom teacher; it is not recommended as preparation for in-school settings.

Education course requirements for the Human Development Major are:

Freshman
University Core Requirements
Child Growth and Development I and II

Sophomore Psychology of Learning Adolescent Psychology Interpersonal Relations Personality Theories

Junior Psychological and Educational Tests Abnormal Psychology Adult Psychology

Senior Counseling Theories

A handbook for Human Development majors is available in Dr. Brabeck's office. This handbook should be consulted before selecting elective courses. Two field courses for sophomore and junior year, and one for senior year, are strongly recommended.

Ten courses are required for the major.

Major in Moderate Special Needs

This program prepares students to teach moderately handicapped children (retarded, learning disabled and emotionally disturbed) in regular classooms, resource centers, self-contained classrooms, and in other special education settings. Students who wish to be certified as teacher of children with Moderate Special Needs under present (1988) Massachusetts requirements must concurrently pursue a regular classroom teaching certificate by enrolling in either the Early Childhood Education or Elementary Education program. Those who plan to seek special education certification in other states should check states where they plan to seek employment to determine if regular education certification is required.

These students should discuss such requirements with their faculty advisors.

Education course requirements for the Moderate Special Needs Major are:

Freshman

University Core Requirements Child Growth and Development I and II

Sophomore

University Core Requirements Introduction to Students with Special Needs **Educational Measurement** Psychology of Learning Learning and Behavior Disorders Early Childhood or Elementary Education Courses

Junior

Educational Assessment for Children with Moderate Special Needs Educational Strategies for Children with Special Needs

Classroom Management: Children with Special

Early Childhood or Elementary Education Courses

Senior

Early Childhood or Elementary Education Student Teaching Special Education Student Teaching Philosophy of Education Introduction to Speech & Language Disorders

Major in Severe Special Needs

This program is designed for highly motivated and qualified students who have a strong desire to work with individuals who have severe handicaps. Typical educational settings for these students can be found in public schools, special day schools, or in residential settings. The program provides a clinical grounding in handicapping conditions that result in severe handicaps, rationale for educational planning, and a variety of methodologies for the implementation of educational services. Additional competencies include the preparation and transition of students with severe handicaps for living and working in the community and skills in communicating and working effectively with parents.

Coursework and field work during the sophomore and junior years are followed by a full semester of student teaching in the senior year. Graduates of this program may currently receive Massachusetts certification as Teacher of Children with Severe Special Needs. This type of certification differs from that needed for teaching in a regular classroom or a resource room. Students wishing to teach severe special needs students should check with the state in which they wish to work to determine what coursework will need to be done in order to

qualify for certification.

Under the direction of their advisor, additional field work can be provided for students wishing experiences in settings for severely handicapped individuals other than classrooms (e.g., group homes, workshops, etc.). Fifth year Master's degree programs in conjunction with the Teacher of Multihandicapped Children Program and the program in Emotional Disturbance are also available. Interested students should contact the Program Coordinator for additional information.

Education course requirements for the Severe Special Needs Major are:

Freshman

University Core Requirements Child Growth and Development I and II

Sophomore

Introduction to Students with Special Needs **Educational Measurement** Psychology of Learning Teaching Reading **Teaching Mathematics**

Junior

Educational Assessment of Children with Severe Special Needs Management of Behavior of Children with Severe Special Needs Severe/Multihandicapped Techniques I Human Development and Handicapping Conditions

Advanced Behavior Management Severe/Multihandicapped Techniques II Introduction to Speech and Language

Disorders

Senior

Student Teaching, Severe Special Needs Career/Vocational Strategies and Materials Working with Parents and Human Service Agencies

Major in Early Childhood and Special Education

This program prepares students to teach moderately handicapped children in regular classrooms grades kindergarten through three, resource centers, and in other special education settings in Massachusetts. Students who plan to teach in other states should check the certification standards of those states to determine whether an elementary education certificate (grades one through six) is required. These students should discuss such requirements with their faculty advisor.

Course requirements are listed under the majors in Early Childhood Education and Moderate Special Needs.

Fifth Year Programs

Special Education

In Special Education, the superior student may plan undergraduate studies so as to begin graduate work in the senior year. This may enable a student to graduate with the Bachelor's degree at the end of four years and a Master's degree at the end of the fifth year.

These programs include preparation of personnel to work with children who are moderately or multihandicapped, blind or visually impaired, or severely mentally retarded or emotionally disturbed. For those students in the blind/visually impaired area, the options include completing the requirements for certification as a teacher of blind and visually handicapped children and youth (Educator of the Visually Handicapped Program) or, in addition to completing these requirements, receive extensive preparation in teaching Orientation and Mobility to visually handicapped children and youth. Those preparing as specialists in the field of mental retardation, emotional disturbance, or learning disabilities not only fulfill the certification requirements of the field, but

acquire in-depth knowledge and experience which broaden the scope of their professional service possibilities. It is also possible to meet categorical requirements for certification in Learning Disabilities, Mental Retardation or Emotional Disturbance in other states.

Also included in these programs is the opportunity to be professionally prepared in the field of rehabilitation, working with blind and visually handicapped youth and adults as Rehabilitation Teacher or Rehabilitation Teacher/ Orientation and Mobility Instructor.

Currently there is a great demand for personnel with the professional preparation made possible in these Five Year Programs in Special Education. Students interested in a fifth year program should consult with the appropriate coordinator. At present there is limited federal financial assistance to students for each of these programs.

Higher Education

In Higher Education, there is also a Fifth Year Program for selected students. These students will be accepted in the M.A. Program in Higher Education.

With the assistance of an advisor, students who wish to enter a career in a college or university to work with students in residence life, financial aid, admissions, alumni affairs, or development, may plan a program. Qualified students may begin their graduate work in the se-

Interested students should contact Dr. Mary Kinnane, Higher Education.

Educational Technology

A Fifth Year Program is offered to qualified students who wish to pursue an M.Ed. degree in Educational Technology. The purpose of the Educational Technology Program is to prepare students with the skills and knowledge which will allow them to lead in the application of new and increasingly powerful technologies in schools and in other educational settings. Students in the program are introduced to a wide range of educational technologies and to the educational applications of computers in particular. They learn about educational television and projection/audio equipment and their fruitful application-as well as their limitations. They study different educational applications of computers and the design and evaluation of instructional materials. Opportunities exist for the specialization in areas such as technology for the handicapped, management uses of computers, or computer authoring languages.

The Fifth Year Program in Educational Technology is available only for students who as part of their undergraduate program successfully complete at least two of the Educational Technology program core courses. Such students, who are admitted into the Educational Technology program, may complete the M.Ed. degree with 30 semester hours of graduate coursework. For more information contact Dr. Walter Haney, Educational Technology

Minors and Concentrations in Education

With the exception of the minor of four to six courses in a single Arts and Sciences subject, all minors and concentrations are electives. Students may enroll in one, two, three,

or more courses. Minors are currently defined as four to six courses; concentrations are defined as two or more courses.

Minor in Arts and Sciences

Students in the School of Education are currently required to carry a minor of four to six courses in a single subject in the College of Arts and Sciences. The minimum acceptable is four courses, and Core courses may be included. Specific acceptable areas of study are: Art History, Studio Art, Biology, Chemistry, Classics, Economics, English, Geology, Germanic Studies, History, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Spanish, French, Italian, Russian, Sociology, Speech, and Theater. Students are encouraged and advised to carry six courses or eighteen credit hours. Secondary Education majors and others who major in Arts and Sciences thereby fulfill this requirement.

Minor in Secondary Education

Students who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, or Spanish, or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the sophomore year and interested students should apply to the Coordinator of Secondary Education in the School of Education before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisor's approval. This program does not lead to state certification, but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and Development I and II, Psychology of Learning, Educational Measurement, Introduction to Children with Special Needs, and Early Childhood Development.

Minor in Speech Pathology

This concentration in Speech Pathology prepares students for graduate study at the Master's level in Speech Pathology and Audiology. Students in the School of Education interested in this specialization should follow a major in Early Childhood Education, Elementary Education, Secondary Eduction, or Human Development. Students in Arts & Sciences complete the minor in addition to a major in A & S. This minor will be discontinued for the graduating Class of 1991, and thereafter.

Sophomore Introduction to Speech Pathology Phonetics

Junior
Language Acquisition
Anatomy and Physiology of the Vocal
Mechanism
Articulation: Theories and Therapies
Stuttering: Theories and Therapies
Audiology

Senior Clinical Methods and Practice

Concentration in Bilingual Education

The specialization in Elementary-Bilingual Education prepares students to teach in elementary schools with bilingual settings in Spanish. Students interested in this specialization should contact Dr. Joan Jones and enroll in one Spanish course each semester, beginning in the first semester of freshman year. The sequence of Spanish courses is as follows:

Intermediate Spanish

Composition, Conversation, Readings in-Spanish

Spanish Phonetics

Advanced Spanish Conversation Advanced Spanish Composition and-

Introduction to Literary Analysis Cultural Backgrounds in Spanish Literature

A Conversational Approach to Contemporary Spanish

A Conversational Approach to Latin America

Students with four years of high school Spanish may test out of Intermediate Spanish. All of the above courses are not necessary, but the courses should be taken in order and with Dr. Joan Jones' approval.

The required course in Education are as follows:

Caribbean History and Culture (or an approved substitute)

Methods in Bilingual Education (or an approved substitute)

Upon completion of the specialization, the elementary program requirements and successful passing of the Massachusetts State Bilingual (Spanish) Proficiency Examiniation, students in the program are currently eligible for Massachusetts Teacher Certification in elementary and transitional Bilingual Education grades one to six.

Students who follow majors in Secondary Education and Spanish should consult Dr. Kilburn Culley regarding their eligibility for the Teacher of Transitional Bilingual Education, Secondary.

Concentration in Early Childhood Education

This concentration in Early Childhood Education is designed for students who wish to teach first grade through sixth grade, but have a primary interest in the lower grades, and thus wish to develop expertise in this area. It should be noted that this concentration will not currently enable students to teach at the kindergarten level in Massachusetts since they will be receiving Elementary School certification, not Early Childhood certification.

Sophomore

Early Childhood Development and Learning Curriculum and Models in Early Childhood Education

Junior Seminar and Methods in Early Education

Senior Family, School and Community Relations

Concentration in Computer Usage in Education

The School of Education offers a concentration in computer usage in education. The concentration involves a sequence of three courses. The concentration is designed to allow students to learn how computers are used in education, to have skills in three computer languages and to experience the usage of computers for a variety of educational purposes. The concentration is expected to provide students with a greater depth of experience with educational computing so that they could consider careers which would involve computing.

Students interested in this concentration are to complete an appropriate major plus:
Introduction to Computers in Education
Introduction to Pascal for Educators
Computer Applications for Educators
Introduction to Logo

With the advice of the faculty advisor for this program, students may select three additional courses related to computing.

Concentration in Health Science

This concentration is designed to acquaint students in Education, Nursing, Arts and Sciences, and Management with viable alternatives for future careers in the health field. It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year. The following courses are offered:

Anatomy and Physiology Wellness & Health: Diagnosis & Planning Use and Abuse: Alcohol/Drugs Human Sexuality Nutrition, Physical Fitness and Weight Control Holistic Living

Concentration in Mathematics Education

The Mathematics Education Concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom teachers of mathematics, who want to work with children who have special needs in the area of mathematics, who want to be mathematics specialists in an elementary school, or who want to run a mathematics resource in an elementary school.

Students interested in this specialization are to complete an elementary major plus:

Freshman Mathematics for Teachers (or its equivalent)

Students are to elect three courses from the following:

Number Theory for Teachers Geometry for Teachers Computer Applications

Independent study with a selected faculty member or mathematics specialist can also be arranged. Contact Dr. Michael Schiro for further information.

Concentration in Media and the Fine Arts

The concentration of courses in Media and the Fine Arts prepares teachers in the use of a wide variety of materials in the classroom. It allows them to draw on the talents of students for creative expression in many forms. The specialization deals with topics such as art history and appreciation, still photography, filmmaking, painting, and television production. The student will have the opportunity to develop skills in various modes of visual expression. The skills can be applied to any communication situation.

The concentration is offered to students who are majoring in elementary or secondary education. Students interested in this concentration are to complete the appropriate major plus:

Media and Computers in the Curriculum Introduction to Art History Foundations of Studio Art

Students are encouraged to select additional courses from the following list, or as the advisor directs, in order to develop skills, in specific modes of creative expression:

Basic Film-making Introduction to Principles and Techniques of Photography Intermediate Photography

Television: An Introductory Course The Propaganda Film Film Criticism

Additional course selections can be made from the offerings of the School of Education and the Department of Fine Arts with the recommendation of the program advisor and the Chairperson of the Department of Fine Arts. Contact Dr. Fred Pula for further information.

Concentration in Moderate Special Needs

This concentration is for students who wish to develop an understanding of children with special needs who attend regular schools. While it does not currently lead to teacher certification, it is an extremely useful complement to the teacher or pupil service worker who must deal with "mainstreamed" handicapped children. Individual courses may be taken as electives.

Special Needs Children in the Regular Classroom

Junior

Learning and Behavior Disorders of Special Needs Children

Educational Assessment of Children with Moderate Special Needs

Educational Strategies for Children with Special Needs

Senior

Introduction to Speech and Language Disorders

Concentration in Reading

The Reading concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom reading teachers. Students may opt for the Reading concentration after successful completion of ED 104, Teaching Reading.

Students interested in this specialization are to complete an elementary major and three of the following:

Children's Literature Diagnostic and Remedial Reading Language and the Language Arts

Reading Instruction in the Middle and Secondary School

In addition to these offerings, other courses may be chosen after consultation with the coordinator. Independent study with a selected faculty member or reading specialist can also be arranged. Contact Dr. John Savage for further information.

Concentration in Visually Handicapped Studies

The concentration in Visually Handicapped studies is intended for students who have an interest in helping visually impaired persons. It will provide an opportunity to explore career preparation in this field.

This concentration may be of particular interest to students who are following majors in Psychology, Human Development, Early Childhood, Biology, and the humanities.

The concentration may be completed by enrolling in any two of the following courses:

Education and Rehabilitation of the Visually Handicapped (ED 487)

Functional Implications of Vision Pathology (ED 380)

Communication Skills for the Visually Handicapped (ED 486)

Technology for the Visually Handicapped

Principles of Teaching in Rehabilitation (ED 496)

Faculty

Professor Peter W. Airasian, A.B., Harvard University; A.M., Ph.D., University of Chicago

Professor John S. Dacey, A.B., Harpur College; M.Ed., Ph.D., Cornell University

Professor Emeritus John R. Eichorn, B.S., Salem State Teachers College; M.Ed., E.Ed., **Boston University**

Professor Francis J. Kelly, A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Professor William K. Kilpatrick, B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

Professor Mary T. Kinnane, A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Professor George T. Ladd, B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Professor Pierre D. Lambert, B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Professor George F. Madaus, B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Professor Vincent C. Nuccio, A.B., Boston College; M.E., D.Ed., Cornell University

Professor Ronald L. Nuttall, A.B., A.M., Ph.D., Harvard University

Professor Edward J. Power, A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

Professor Lester E. Przewlocki, A.B., M.A., DePaul University; Ph.D., University of

Professor John Savage, A.B., Iona College; Ed.D., Boston University

Professor John F. Travers, Jr., B.S., M.Ed., Ph.D., Boston College

Associate Professor Mary M. Brabeck, B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

Associate Professor Lillian Buckley, B.S., Framingham State College; Ed.M., Ed. D., **Boston University**

Associate Professor M. Beth Casey, A.B., University of Michigan; A.M., Ph.D., Brown University

Associate Professor James J. Cremins, A.B., A.M., Ph.D., University of Connecticut

Associate Professor Mary D. Griffin, B.A., Mundelein; M.A., Ph.D., University of Chicago

Associate Professor Walter M. Haney, B.S., Michigan State University; Ed.M., Ed.D., Harvard University

Associate Professor Irving Hurwitz, A.B., Ph.D., Clark University

Associate Professor Richard M. Jackson, A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Associate Professor John A. Jensen, A.B., Cornell University; A.M., Ed.D., University of Rochester

Associate Professor Joan C. Jones, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

Associate Professor John B. Junkala, B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Associate Professor Raymond J. Martin, A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Associate Professor Jean Mooney, A.B., Smith College; A.M., Stanford University; Ph.D., **Boston College**

Associate Professor Bernard A. O'Brien, A.B., Boston College; A.M., Ph.D., Catholic University of America

Associate Professor Alec F. Peck, B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Associate Professor Fred J. Pula, A.B., M.B.A., M.Ed., University of Massachusetts; Ed.D., Boston University

Associate Professor Michael Schiro, B.S., Tufts University; M.A.T., D.Ed., Harvard

Associate Professor Charles F. Smith, Jr., B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Associate Professor Edward B. Smith, A.B., M.A., Loyola University; Ph.D., University of Chicago

Associate Professor Kenneth W. Wegner, B.S., M.Ed., Ed.D., University of Kansas

Associate Professor Elizabeth R. Welfel, A.B., Emmanuel College; A.M., Ph.D., University of Minnesota

Assistant Professor Kilburn E. Culley, A.B., Tufts University; Ed.M., Boston University; Ph.D., Boston College

Adjunct Assistant Professor Philip DiMattia, B.S., M.Ed., Ph.D., Boston College

Assistant Professor Joseph Duffy, S.J., A.B., A.M., Boston College; S.T.L., Weston College; M.S.Ed., Ph.D., Fordham University

Assistant Professor Larry Ludlow, B.A., M.A., California State University; Ph.D., University of Chicago

Assistant Professor Theresa Powell, Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

Assistant Professor Voncile White, B.A., M.A.T., Manhattanville College; Ed.D., Boston University

Lecturer Thomas Ciesielski, B.S., Central Connecticut State University; M.S., Florida State University

Course Offerings

ED 029 Child Growth (F, S: 3)

An analysis of development from conception to adolescence. After a chronological survey of development, special attention is paid to such topics as genetics, the pre-natal environment, prematurity, infancy, neonatal assessment, the effects of early experience, and child-rearing styles.

John Travers

ED 030 Child Growth & Development I (F: 3)

An analysis of the physical, social, cognitive, and emotional aspects of development. Particular emphasis will be placed upon such topics as infancy, early experience, and neonatal assessment.

John Travers

Voncile White

ED 031 Child Growth & Development II (S: 3)

Prerequisite: Child Development I
A detailed examination of certain topics in
child development: child abuse, childhood psychopathology, oirth order, the impact of television, the role of the father.

John Travers
Voncile White

ED 032 Psychology of Learning (F, S: 3) An investigation of the learning process with particular emphasis upon the nature of learning, development of definitions of learning, types of learning, transfer, and the development of learning theory. Special attention will be given to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and the neurological aspects of learning.

The Department

ED 033 Introduction to Students with Special Needs (F, S: 3)

This is an introductory course encompassing all areas of exceptionality. The primary purpose of the course is to provide the students with a basic informational framework concerning individuals with exceptionalities. Particular attention is focused on identification of the student with special needs and educational assessment procedures; the psychological, educational, and social effects of abnormal development; intervention and teaching strategies; family relationships; rights of persons with handicaps and disabilities, normalization, and education in the least restrictive environment. Emphasis is placed on the various types of professionals who service persons with special needs in order to acquaint students with potential professional pursuits. The Department ED 034 Special Needs Children in the Regular Classroom (F, S; 3)

This course describes the roles of the regular teacher and the special education teacher in relation to students with mild or moderate special needs who have been mainstreamed. Most of these students are assigned to regular classrooms and concurrently receive special education support to maintain them in their regular education programs. Beginning with an understanding of the special education services mandated by federal and state legislation, the course discusses the "least restrictive environment" concept, and examines the "Individual Educational Program." The roles of regular and special education teachers in referring students for special needs evaluations and in the development of IEPs are discussed, and a framework for accommodating mild or moderate special needs students in regular classrooms is presented. John Junkala

ED 039 Learning in the Elementary and Middle School (F, S: 3)

This course investigates the learning process and its implications for the elementary school classroom. Topics covered include the relationship between learning and the curriculum, the nature of learning, types of learning, theories of learning, teaching styles and strategies, instructional goals, and classroom management and organization.

The Department

ED 041 Adolescent Psychology (F, S: 3) An introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth.

Kirk Kilpatrick

ED 060 Educational Measurement (F, S: 3) This course stresses evaluative concerns in the classroom. Topics covered include informal evaluation, objective writing, item and test construction, test scoring, validity and reliability.

Peter Airasian

ED 061 Psychological and Educational Tests (F: 3)

This course is limited to students majoring in Human Development. Principles of standardized test selection and utilization; validity; reliability; standard scores; norms; interpretation of test data; survey of measures of achievement, adjustment, aptitude, intelligence, interests and personality; current controversies and ethical considerations.

John Jensen

ED 100 Advisement Seminar (F: 1) Designed for freshmen as a continuation of the orientation. Specific topics are discussed by the student's faculty advisor to acquaint the student with college requirements, available programs, and career possibilities.

The Department

ED 101 Teaching Language Arts (F, S: 3) The course provides the student with the content and strategies necessary for teaching the communication areas of listening, speaking and writing to children in grades l–6. Theoretical content and the practical application of theory is covered through a combination of lectures, discussions, participatory in-class ac-

tivities and experiences in the elementary classroom during the field practicum.

Lillian Buckley

ED 102 Teaching Music, Art, and Movement (F, S: 3)

The course treats those areas of music, art, and physical education that the early child-hood and elementary school teacher needs in the classroom (Grades K–8). The Department

ED 104 Teaching Reading (F, S: 3)

This course examines major approaches to teaching reading, diagnostic-prescriptive techniques, and materials appropriate for the development of attitudes and skills for successful reading.

John Savage

ED 105 Teaching Social Studies (F, S: 3) Theory and practice in modern social studies education, involving public school experience centers and college personnel in a carefully orchestrated program focusing on student instruction and guidance in the development of requisite professional competencies.

Charles Smith

ED 107 Mathematics for Middle School Teachers (F: 3)

Curriculum materials and instructional techniques useful in teaching mathematics to middle school aged children will be examined.

Michael Schiro

ED 108 Teaching Mathematics (F, S: 3)
Curriculum materials and instructional techniques useful in teaching mathematics to elementary school children in grades K to 6 will be examined. This course covers instruction in the teaching of Early Childhood and Elementary School mathematics. Lecture and laboratory.

Michael Schiro

ED 109 Teaching Science and Health (F, S: 3)

The exploration of science and health curriculum, materials, instructional methodologies and issues on an individual/group basis.

Grades K to nine. Discussion and laboratory.

George T. Ladd

ED 114 Seminar and Methods in Early Education (S: 3)

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College plus a one-day-a-week field practicum at the Boston College/J.C.C. collaborative preschool. The cooperating teachers at the preschool and the Boston College consultants in the projects will participate in the seminar with the students. Students will have concrete experiences in developing a variety of teaching strategies and will be video-taped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical Beth Casey education.

ED 115 Curriculum and Models in Early Childhood Education (S: 3)

This course is designed to explore different views of early childhood education including such models as Piagetian, Montessori, Direct Teaching, and Open Education. Compensatory education as well as cross-cultural early childhood models (e.g. the Chinese conception) will

be discussed. Within this context, an overview of the curriculum, preschool through grade three, will be explored. Also included will be discussion of the organization of the classroom, classroom management, planning a lesson, and setting the goals of instruction. By the end of the course students will be expected to formulate their own early childhood education Beth Casey

ED 116 Exploring Science and Social Studies through the Environment: Early Childhood Education Methods (S: 3)

This course explores science and social studies materials and methodologies for teaching preschoolers through third grade, with a focus on the early primary years. A special emphasis is given to the development of problem-solving skills in young children as they explore their environment.

ED 117 Language and Beginning Language Arts (F: 3)

This course examines the acquisition of language and the development of listening, speaking and writing abilities in children from the preschool level through grade three. Theoretical content is integrated with practical applications. There is a strong emphasis given to the language experience approach. Lillian Buckley

ED 128 Computer Applications for Educators (F, S: 3)

Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction related programs to be examined include: drill and practice, tutorial, demonstrations, simulations, instructional games, and word processing. Other types of educational computer programs used in the course include: data bases, data banks, authoring languages, testing and diagnostic programs, classroom management systems, and child record-keeping systems. The course will be taught on the Apple II family of micro-computers. This is not a course in computer programming. No prerequisites. Walter Haney

ED 130 Introduction to Teaching in the Middle School (F: 3)

Middle schools today are organized quite differently from that of the self-contained classroom and the typical junior high school. The middle school teacher (5-9) needs to possess a carefully planned specialization of subject matter, and understanding of the special needs of the pre-and early adolescent, and the capability to create varied learning environments made possible by the more adaptive middle school organization.

This course introduces the student to the basic concepts on which middle schools are organized with special emphasis on what all of this means for the middle school teacher. Visitation to selected middle schools is also part of the course. This course is part of the pre-practicum and will serve a useful purpose in planning a student's program. Mary Griffin

ED 131 Middle-School Field Pre-Practicum

To be taken with ED 130, ED 033, and special methods courses. Application must be made the semester preceding the prepracticum.

The Department

ED 133 Middle-School Curriculum (F: 3) This course takes place during the fall semester of the senior year. A student studies middle school curriculum in general and the curriculum of the middle school selected for the senior practicum in particular. Students study curriculum guides and other materials related to the subject matter field which they will be teaching during the senior practicum. During this time they will become familiar with the school's philosophy, policies, and practices, and the articulation of instruction over a three-year span. Preparing to student teach in the spring

semester is a vital part of this course. A major

part of this course is field-based.

ED 134 Middle-School Senior Practicum (F, S: 12) A semester Field Experience (300 + clock hours) for seniors majoring in middle school education. Placements are made in selected middle schools. Students are assigned to a full-day experience in a middle school classroom. Prerequisites are a 2.5 grade point average and successful completion of all required pre-practicums and courses. Application procedures must be completed at the beginning of the semester which precedes the Practicum.

The Department

Mary Griffin

ED 135 Internship, Middle School (F, S: 6) A five day per week, semester experience (300+ clock hours) for employed professionals at the middle school level. Application must be submitted the semester preceding this internship. Permission of instructor and Associate Dean necessary. The Department

ED 140 (EN 524) Children's Literature I (F, S: 3)

Treatment is given to the classic modes of children's literature, fairy tales and myths, while at the same time discussing more modern modes, poetry and the novel. Attention is also given to the illustrations in children's literature. There is some focus on the application and use of children's literature in the elementary classroom. Authors examined include Perrault, the Brothers Grimm, Andersen, Twain, Barrie, Grahame, E. B. White, C. S. Lewis, Edith Hamilton, Kipling and Laura Ingalls Wilder. Bonnie Rudner

ED 141 (EN 525) Children's Literature II (S:3)

Treatment is given to the literature appropriate for young adolescents and young adults. Authors examined include Alcott, Tolkein, J. D. Salinger, Twain, Jack London, Harper Lee, S. E. Hinton, Baum, and Bradbury. ED 140 is a prerequisite to this course. Bonnie Rudner

ED 146 Diagnostic and Remedial Reading (S:3)

Causes of reading disability, the means of diagnosing and correcting disabilities and varieties of remedial materials will be the topics of The Department study for this course.

ED 147 Early Childhood Development and Learning (F: 3)

This course focuses on development and learning in the child from birth to seven years of age. The emphasis is on an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment. Beth Casey

ED 148 Media and Computers in the Curriculum

This course demonstrates ways in which media and computer programs do enhance the teaching/learning process in the classroom. Students develop a proficiency in the operation of basic audiovisual equipment: projectors, audio tape recorders, video tape recorders, and display boards. The course demonstrates the criteria for the selection, evaluation, and utilization of computer software and media materials. Emphasis is placed on the design and production of instructional materials, including transparencies and sound-slide presentations.

Fred John Pula

ED 151 Field Practicum (F, S: 1)

A one-day-per-week field lab, each semester of the sophomore and junior years; in school or non-school sites for elementary, moderate special needs, severe special needs and early childhood programs. In the sophomore year this lab relates to ED 104, ED 033, and ED 034; in the junior year to ED 101, 102, 105, 108, 109, 114, 116, 147 and 033. Application must be made during the semester preceding this expe-

Pass/Fail

The Department

ED 152 Field Practicum, Human Development (F, S: 1)

Students work for eight to ten hours per week at a site selected with approval of the instructor. Students keep a journal of their field experience and attend a weekly seminar on cam-

Pass/Fail

The Department

ED 153 Field Practicum (F, S: 1)

A one-day-per-week field lab to enable students to obtain practical experience. By permission only.

Pass/Fail

The Department

ED 171 Introduction to Speech-Language

Pathology (F: 3) Survey of the major categories of speech, language and hearing problems. This course examines child and adult populations and introduces concepts of therapeutic management. Normal development and pathological processes are discussed. Anthony Bashir

ED 172 Phonetics (S: 3)

Study of the International Phonetic Alphabet with work in transcription. This course explores theories of sound formation and representation with emphasis on American English usage and deviations experienced in speechlanguage-hearing impaired population.

The Department

ED 173 Anatomy and Physiology of the Vocal Mechanism (F: 3)

A study of the anatomy, physiology and neurology of the vocal mechanism. Class lectures are supplemented by laboratory experience in off-campus facilities. The Department

ED 174 Clinical Methods and Observations in Speech Pathology (F: 3)

Concentrated study of therapy methods, test administration protocol and test interpretation for skillful speech and language evaluation. In conjunction with this course is a program of supervised observations of assessments and therapies with individuals who have speech and language problems. Permission is required The Department for this practicum.

ED 175 Clinical Practice in Speech Pathology (S: 3)

Permission required. A supervised practicum in the assessment and treatment of individuals with speech and language disorders.

The Department

An entry-level tutorial teaching (F, S: 3)
An entry-level tutorial teaching experience open to all Boston College students desiring an initial teaching experience. Sites are arranged at the early childhood, elementary, middle or secondary school levels. A weekly one-hour

at the early childhood, elementary, middle or secondary school levels. A weekly one-hour seminar focusing on basic teaching skills and methodology is required. Application for this experience is made through the Field Office the semester preceding the prepracticum.

ED 198 Readings and Research (F, S: 3)
This course provides the opportunity for a student to do guided readings under the supervision of a professor. The research project must be approved one month before the beginning of the course by the instructor and the Associate Dean.

The Department

ED 199 Independent Study in Education (F, S: 3)

This course provides independent research opportunities to the student under the guidance of an instructor. The research project must be approved one month before the beginning of the course by the instructor and the Associate Dean.

The Department

ED 201 Classroom Management: Children With Special Needs (F: 3)

This course focuses on observation and precise description of learning behaviors, followed by a presentation of motivational and management approaches to children in the classroom. Students write anecdotal records and employ informal behavioral checklists. In addition, students will identify general characteristics of special needs children and prepare appropriate accommodation strategies with which a classroom teacher might support and foster successful learning experiences in children with special needs. Students will also propose and present a rationale for selected management techniques for specified children.

James Cremins

ED 203 Philosophy of Education (F, S: 3)
A study of educational theory and its influence on educational practice, and an application of philosophical principle to basic educational policy.

Pierre D. Lambert Edward J. Power

ED 205 Learning and Behavior Disorders (S: 3)

This course focuses on the learning and behavior disorders displayed by mildly-to-moderately handicapped students. The Commonwealth of Massachusetts refers to these students as having "Moderate Special Needs," while other states describe them as learning disabled, educable mentally retarded, or emotionally disturbed. Issues of prevalence and organic causation will be discussed, but emphasis will be placed on ecological explanations of school-related disorders, leading in turn to the development of school-based interventions for the problems faced by these students and their teachers.

The Department

ED 208 Educational Strategies for Children with Special Needs (S: 3)

This course focuses on the individualization of instruction for children with special needs. The role of the teacher, rather than that of materials, is stressed as the dominant factor. Students will develop a rationale and demonstrate skills in individualizing instruction for a variety of children with special needs.

John B. Junkala

ED 209 Educational Assessment of Children with Special Needs (F: 3)

This course deals with formal and informal assessment techniques to be used in the development of individualized educational programs (IEPs). The development of observation skills is stressed, with a heavy emphasis on task analysis.

John B. Junkala

ED 210 Introduction to Speech and Language Disorders (S: 3)

This course presents an overview of speech and language disorders in children. Includes introduction to assessment techniques, remedial strategies and curriculum modifications for children with problems in receptive and expressive language.

Jean Mooney

ED 222 Legal Rights of Teachers and Students (S: 3)

A course designed to acquaint teachers with their legal rights and the rights of students. Lester Przewlocki

ED 228 Teaching Writing (S: 3)

Designed for those interested in improving their ability to teach writing. The course includes a review of research on effective teaching practices and communication theory, and it introduces a writing workshop plan for teaching writing. Emphasis is placed on understanding and using the process to provide direct instruction in pre-writing, writing, and revising.

Kilburn E. Culley

ED 230 Abnormal Psychology (F, S: 3) Prerequisite: ED 242

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance.

The Department

ED 241 Interpersonal Relations (F, S: 3)
Prerequisites: ED 030, ED 032, ED 041
Focuses on the person and his or her ability to
live and work with other people. This course

live and work with other people. This course will help the student to look at herself or himself and choose those social techniques which will increase effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people. Open to majors in Human Development only.

Voncile White

ED 242 Personality Theories (F, S: 3)

Prerequisites: ED 030, ED 032, ED 041
This course gives an introduction to the various theories of personality. It shows the relationship between personality and counseling theory. Open to majors in Human Development only.

Mary Brabeck

ED 243 Counseling Theories (F, S: 3) Prerequisites: ED 241 and ED 242

This senior year course gives an introduction

to the various theories of counseling. Open to majors in Human Develoment only.

Mary Brabeck

ED 244 Adult Psychology (F, S: 3)

This course is designed to investigate the psychological, sociological, anthropological and historical aspects of adult development. Stages of life and crises which must be met and mastered in those stages will be given special attention.

John Dacey

ED 245 Human Development Senior Field Experience (F, S: 3)

This course is designed as a senior seminar. Students will meet once a week to discuss their required field work (ten to twelve hours per week) and to relate their field work to the theories and skills studied throughout their Human Development programs. In addition students will be required to research the literature on an aspect of their field work. This course is open only to seniors in the Human Development major.

The Department

ED 246 Seminar on the Topic of Stress (F: 3)

This course explores the psycho-physiology of the stress reaction in human beings, through presentation of lecture material, films and slides, and group discussion. Crisis Intervention theory and theories of loss, grieving, and separation are also reviewed in depth. Open to Human Development majors only.

Hayden A. Duggan

ED 247 Juvenile Delinquency (F: 3)

An examination of the causes and treatment of anti-social behavior. The extent and nature of delinquency and scientific explanations for this behavior together with an evaluation of the juvenile system will be stressed. Visits to juvenile courts are included.

Francis J. Kelly

ED 248 Sex Roles (S: 3)

This course will examine social, educational and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how education and social service systems may be structured to maximize achievement of the potential of both males and females.

Mary Brabeck

ED 250 Elementary Student Teaching (F, S: 12)

A semester Field Experience (300 + clock hours) five full days per week, for seniors majoring in elementary education. Placements are made in area schools or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites are a 2.5 grade point average and successful completion of all required courses. Applications must be completed during the semester preceding the student teaching assignment.

The Department

ED 251 Secondary Student Teaching (F, S: 9)

A semester field experience (300 + clock hours) five full days per week, for seniors majoring in secondary education. Students are assigned a full-day in senior high schools in the area or at selected sites overseas or out-of-state. Prerequisites are a 2.5 grade point average; successful completion of all necessary courses and pre-practicums, including three field-based labs; and approval of the Director of Secondary Programs. Students taking ED

251 must also take ED 257 concurrently. Applications for both courses must be submitted to the Field Office during the semester preceding the one in which the courses are to be taken.

The Department

ED 252 Elementary Student Teaching (F, S: 9)

A semester Field Experience (300 + clock hours) five full days per week, for seniors majoring in elementary education. Placements are made in area schools or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites are a 2.5 grade point average and successful completion of all required courses. Applications must be completed during the semester preceding the student teaching assignment and have permission of the program director.

The Department

ED 253 Special Education Student Teaching (F, S: 6)

A seven-week full-day practicum, five days per week (210 clock hours), for seniors in special education programs. Placements are in area schools and non-school sites. Time periods are determined by the Director of Student Teaching. Prerequisites are a 2.5 grade point average and successful completion of required course and field work. Applications are to be submitted the semester preceding the practicums.

The Department

ED 254 Bilingual Student Teaching (F, S: 3)

A three-week practicum for seniors in bilingual programs. Placements are in area schools and non-school sites. Prerequisites are a 2.5 grade point average and successful completion of all required course and field work. Applications are to be submitted the semester preceding the practicum.

The Department

ED 256 Secondary Student Teaching (S: 9) A semester field experience (300+ clock hours) for Arts and Sciences seniors minoring in secondary education. Students are assigned a fullday in senior high schools in the area or at selected sites overseas or out-of-state. Prerequisites are a 2.5 grade point average; successful completion of all necessary courses and prepracticums, including three field-based labs; and approval of the Director of Secondary Programs and the Associate Dean. Students taking ED 256 must also take ED 257 concurrently. Applications for both courses must be submitted to the Field Office during the semester preceding the one in which the courses are to be taken. The Department

ED 257 Secondary School Lab and Seminar (F, S: 3)

A 40+ clock hour pre-practicum preceding ED 251 or ED 256. Mornings are spent in observation and activities at the school where the student will be undertaking the full practicum. Afternoons are spent in a seminar at Boston College. During seminar, students are responsible for reviewing and interpreting their morning experiences and leading discussions on those experiences and on assigned readings and research. Prerequisites are a 2.5 grade point average, successful completion of all course and field pre-practicum work, and permission of the Director of Secondary Programs. Application for this course must be made to the Field Placement Office in the se-

mester preceding that in which it is to be taken. Kilburn E. Culley

ED 258 Secondary Schools Observation (F, S: 1)

This course is the required one-half day per week lab for the Secondary Teaching Method Courses, ED 300, 301, 302, 303, 304, 311, and 323. Applications are to be submitted the semester preceding this experience.

The Department

ED 261 Internship, Middle (F, S: 3)

A 300 + clock hour experience for students employed in a middle school teaching role for which certification is expected. Massachusetts State Department of Education approval of the site and an application for this experience must be submitted to the Field Office during the semester preceding the experience. By permission only.

The Department

ED 262 Internship, Elementary (F, S: 3)
Participation/observation experiences working in education-related activities at schools or non-school sites, including museums, business, and government or social agencies. Requirements and time periods arranged by advisors. By permission only.

The Department

ED 263 Internship, Secondary (F, S: 3)
Participation/observation experiences working in education-related activities at schools or non-school sites, including museums, business, and government or social agencies. Requirements and time periods arranged by advisors. By permission only.

The Department

ED 264 Early Childhood Student Teaching (F, S: 12)

A semester (300 + clock hours) practicum (five full days per week) for seniors majoring in Early Childhood Education (N-3). Placements are made in nursery and primary schools or selected out-of-state/overseas sites. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required course and field work. Applications are to be submitted the semester preceding this practicum.

The Department

ED 266 Student Teaching, Severe Special Needs (F, S: 12)

A full semester practicum of five days per week for seniors enrolled in the Severe Special Needs Program. Students work in school and non-school sites with severely handicapped children and youth. Applicants must have completed all course and field requirements and have the approval of their program director. Application procedures are to be completed the semester preceding this practicum.

The Department

ED 267 Internship in Computers (F, S: 3) Supervised experience is offered in the use of computers in educational settings.

The Department

ED 268 Internship (F, S: 3)

Supervised experience is offered in practical work settings. The Department

ED 269 Extended Practicum (F, S: 3)
This course is designed for students who have approval to continue student teaching. By arrangement.

The Department

ED 274 Responsible Use: Alcohol and Other Drugs (F, S: 3)

This course is designed to deal with facts and myths about alcohol and other related drugs; sociocultural aspects of American drinking patterns; the concepts of alcoholism as an illness; and the impact of alcoholism as a family illness on children and adolescents. It also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism; and to help develop responsible decision making.

Theresa A. Powell

ED 275 Human Sexuality (F, S: 3)

Topics of major interest in this course are anatomy and physiology essential to the understanding of developments, reproduction, contraception, sexually transmitted disease, and abortion, sexual development and identity; current trends in sexual mores; the role of sex in relationships and the role of sex in society. The goals of this course are to inform students about sexuality and sexual behavior and to have them learn to deal with the general topic with comfort and perspective. *Theresa A. Powell*

ED 277 Nutrition, Physical Fitness, and Weight Control (F: 3)

Principles of nutrition, energy, body composition and physical activity and how they relate to weight control and physiological conditioning.

Donna Bennett

ED 278 Wellness & Health: Diagnosis & Planning (S: 3)

This course will examine acquired knowlege and attitudes pertaining to wellness/health maintenance and their effect upon individual decision-making within one's life style. Clinical, community agencies and school health education models will be diagnosed to determine their effects upon the social, cultural and psychological foundations of wellness/health.

Mary Lydon

ED 279 Holistic Living (F: 3)

The course is designed for anyone interested in personal growth and development. Students will study all aspects of personality: body, mind, feelings, imagination, impulse, intuition, will, cosmic consciousness, and the relationships to the ego. Class presentations will be experiential as well as conceptual and analytical.

Catherine Flaherty

ED 290 Number Theory for Teachers (F: 3) This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K–9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic and mathematical art. *Margaret J. Kenney*

ED 291 Geometry for Teachers (S: 3) This course is intended to fill a basic need of

all teachers of grades K–9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using *Logo* as a tool to enhance teaching geometry.

Margaret J. Kenney

120 Course Offerings School of Education

ED 292 A Historical Perspective on Child Development

This course will examine how different theories of child development have influenced child rearing practices and the attitudes of society, education and literature toward the child. The course will trace these phenomena beginning with the 18th century to the present. Open only to students in the Honors Program.

Irving Hurwitz

ED 295 Honors Seminar: Psychology of Stress (S: 3)

This course, open to students in the Honors Program, treats from a psychological perspective the stress reaction in human beings.

Hayden A. Duggan

ED 296 Philosophy of Poetry and Music I (F: 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art. Open only to students in the Honors Program. Permission required. Two-semester program.

Joseph Flanagan, S.J.

ED 297 Philosophy of Poetry and Music II (S: 3)

This course is a continuation of ED 296. Open only to students in the Honors Program. Permission required. Joseph Flanagan, S.J.

ED 298 Honors Seminar: Philosophical (F: 3)

This course, open to students in the Honors Program, includes readings and discussion of such authors as Counts, Gardner, Newman, Maritain, Plato, and Whitehead.

Edward B. Smith

George Ladd

ED 299 Honors Seminar: Philosophical (S: 3)

This course, open to students in the Honors Program, includes readings and discussion of such authors as Barzun, Leonard, Piaget, Skinner, and Van Doren.

Edward B. Smith

UN 110-111 Horizons of the New Social Sciences/Perspectives III (F, S: 6)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from theological issues. This two-semester course is open only to students in the Honors Program.

Harry Otaguro

ED 300 Secondary Science Methods (F: 3) A survey of several current secondary science curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science class techniques and stressing the inquiry approach to science teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community.

ED 301 Secondary History Methods (F: 3) This course will demonstrate methods for organizing a unit, utilizing original sources, developing critical thinking, facilitating inquiry

M., 4:30-6:30

learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required. ED 258 or ED 429 must be taken concurrently.

M., 4:30–6:15 The Department

ED 302 Secondary/Middle School English Methods (F: 3)

This course covers several topics and concerns for the teaching of English at the secondary and middle school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking, and listening skills are among the topics covered.

Unless otherwise approved, students taking ED 302 must also take ED 258 (undergraduate) or ED 429 (graduate) concurrently.

M., 4:30–6:30

Kilburn E. Culley

ED 303 Trends in Secondary Language Acquisitions (F: 3)

A review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading and writing. Students will analyze available audiovisual materials (overhead transparencies, tapes, films and computer software) and learning how to integrate these ancillaries into their lesson plans.

M., 4:30–6:30 Rebecca Valette

ED 304 Secondary Math Methods (F: 3) This course is designed to prepare the student for teaching in the secondary school. It includes topics such as: techniques, materials, and methods useful in teaching algebra, geometry, and general mathematics; classroom organization; cognitive and emotional problems that students have when learning mathematics; and the history of teaching secondary school mathematics. The responsibility of the student teacher to the cooperating teacher is discussed and mathematical topics are developed. The presentation of units in mathematics and substantial field work are requirements.

ED 310 Family, School, and Community Relations (S: 3)

The Department

M., 4:30-6:30

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and longterm effects of divorce, single parent families, step-familes, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures thorough multicultural education.

T., 4:30–6:15 Irving Hurwitz

ED 311 Secondary Curriculum and Instruction (F, S: 3)

This course examines a range of topics concerning secondary school teaching, including philosophical perspectives; school organization and operations; designing curriculum, units, and lesson plans; relating to a diversity of students; classroom management; various methods of teaching and testing; communicating with parents and the community, understanding research in secondary education; and working and developing as a professional in

cooperation with others in a professional environment. Unless otherwise approved, Arts & Sciences Secondary Education minors must also enroll in ED 258.

Fall: T., 4:30 Kilburn Culley Spring: W., 4:30 Kilburn Culley

ED 314 Psychology of Self-Control (F: 3)

An analysis of the philosophical, psychological, and sociological aspects of how we control ourselves. Such questions as "What does it mean to say *I* control *me*?" and "How does self-control change with age?" will be explored. Implications for educators and psychologists will also be covered.

T., 4:30-6:15

John Dacey

ED 315 The Psychology of Adolescence (S: 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

M., 4:30–6:15

Kirk Kilpatrick

ED 316 Seminar and Methods in Early Education (S: 3)

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College plus a one-day-a-week field practicum at the Boston College/J.C.C. Collaborative Preschool. The cooperating teachers at the preschool and the Boston College consultants in the projects will participate in the seminar with the students. Students will have concrete experiences in developing a variety of teaching strategies and will be video-taped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education.

Th., 5:00-6:45 Beth Casey

ED 323 Reading Instruction in the Middle & Secondary School (S: 3)

A course that includes principles and practices of developmental and remedial reading instruction and special needs teaching at the middle and senior high school levels. There will be particular emphasis on teaching reading in content areas. May require field-based assignments.

Th., 4:30-6:15 The Department

ED 325 Science in the Elementary School (S: 3)

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

By arrangement

George Ladd

ED 326 Science in the Secondary School (F: 3)

Current issues, trends and innovations in science education at the secondary (7-12) level

School of Education Course Offerings 121

will be investigated and discussed. This course is required of all Master's, C.A.E.S., and Doctoral students with a science education emphasis in their programs.

M., 4:30-6:15

George Ladd

ED 327 Teaching the Gifted (S: 3)

The course will involve an examination of outstanding teaching/learning models for the gifted, followed by individual and group activities centering on the development of strategies and materials based on a single model or an eclectically developed one.

W., 4:30-6:15

The Department

ED 328 Psychology and the Gifted (F: 3)
The course is comprised of a study of gifted people, with an emphasis on children and youth in school. Among the topics studied are: interactions and impacts of giftedness and various environments; the problems of underachievement and non-productivity; the nature of genius and high intelligence, factors contributing to the achievement of eminence in various fields; and the guidance of the gifted toward the development of their potential.

Th., 4:30–6:15

The Department

ED 361 History of Western Education I (F: 3)

Beginning with classical Greek education, this course surveys the principal cultural and educational movements to the advent of the Renaissance.

Th., 4:30-6:15

Edward Power

ED 363 Children's Literature (S: 3)

Through the use of various media and the extensive reading of children's books, this course examines picture books, folk literature, fantasy, poetry, modern fiction, historical fiction, biography, and informational books for children. Special emphasis is given to the use of children's literature in pre-school and elementary classrooms and to the development of teacher behaviors designed to evoke appropriate responses to literature.

M., 4:30-6:15

Lillian Buckley

ED 364 Introduction to Social Psychology (F: 3)

This course introduces several social psychological theories and reviews a body of literature applying social psychological principles. Among the topics which may be dealt with are attitude theory, cognitive dissonance, balance theory, small group theory, game theory, zerosum games, social learning theory, social power and influence, networks, the concept of culture, cultural differences, group interaction, social class and race, prejudice and strategies for reducing it, and general social intervention theory.

ED 367 Introduction to BASIC (F: 3)

An introduction to computers and their applications in education. The origins, development, and workings of computers will be reviewed. Current hardware, software, and courseware systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. The course will emphasize using practical experiences with present systems, but will also explore new developments in hardware and software and their implications for education.

Th., 4:30-6:15 John A. Jensen

ED 368 Introduction to LOGO (S: 3) An introduction to microcomputers and programming using the LOGO language. Intended for educators; no prerequisites. Students will have hands-on experience using Apple microcomputers and will complete a

term project using the language. W., 4:30–6:15

The Department

ED 374 Management of the Behavior of Severe Special Needs Students (F: 3)

The focus is primarily on behavior modification principles and practices for severe special needs students. Students will be exposed to theoretical constructs underlying classical and operant conditioning, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and related topics.

M., 4:30-6:15

The Department

ED 380 Functional Implications of Vision Pathology (F, Summer: 3)

This course examines the educational and rehabilitative implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. Course assists students in the interpretation of ophthalmic and optometric data for individualized program planning with the visually handicapped. An overview of systems for visual stimulation, sight utilization and perceptual motor training is included.

T., 4:30-6:15

Richard Jackson

ED 382 Alternative Communication Systems (S: 1)

(For students enrolled in Visually Handicapped Studies)

A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., manual alphabet, natural gestures, signing. The course is designed for students who want an exposure to alternative communication systems.

By arrangement

Tom Miller

ED 384 Severe/Multihandicapped Techniques I (F: 3)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching the multi-handicapped child. The areas of gross motor, fine motor, and self-care are emphasized. Medical management of children and the role of the educator in the multi-disciplinary team are included. The students should be prepared to participate in a one day per week field placement.

W., 4:30–6:15

Barbara McLetchie

ED 386 Communication (Manual) II (S: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American Sign Language. Theoretical foundations of total communication will be investigated.

W., 6:30-8:15

Ed Mulligan

ED 389 Assessment of Children with Low Incidence Handicaps (F: 3)

The assessment process, including norm-referenced and criterion-referenced devices for children birth to six, is the primary focus of this course. Observational schedules and functional vision and hearing assessments are ad-

dressed. Substantial field work is required in this course.

Th., 4:30-6:15

Sandra Einsel

ED 396 Independent Living Skills for the Visually Handicapped (S: 3)

Through class discussion and laboratory experience, basic home care skills such as meal preparation, housekeeping, home mechanics, and crafts are presented. Also introduced are alternative communication systems utilized by the handicapped (e.g. Braille, signing). Adaptations for pre-vocational and vocational skills are considered in relation to practical, social and therapeutic influences.

W., 1:30-4:15

Thomas Ciesielski

ED 398 Working with Parents and Human Service Agencies (S: 3)

This course emphasizes work with parents of children with severe special needs. Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of homebased behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.

W., 4:30-6:15

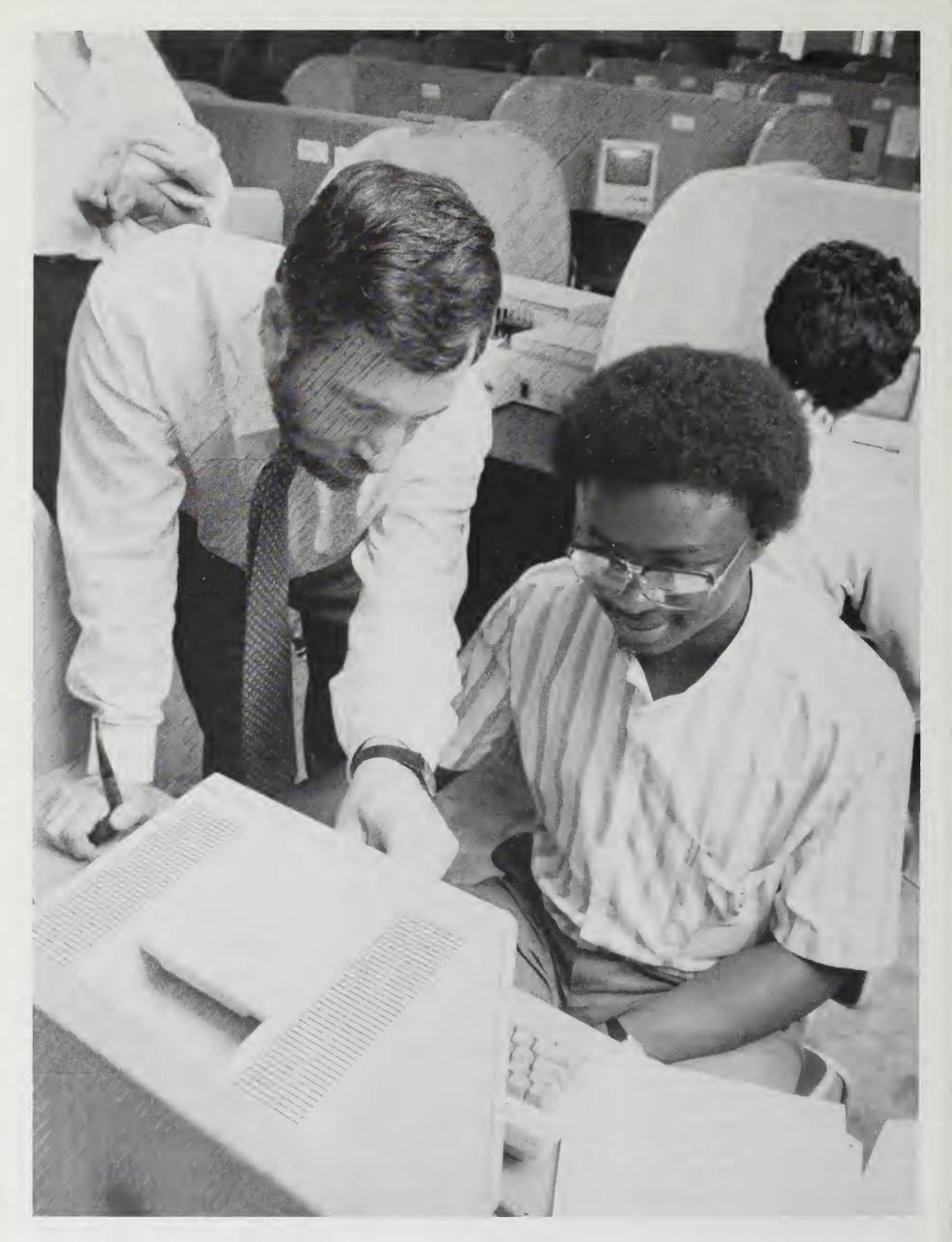
The Department

ED 399 Career/Vocational Strategies and Materials (S: 3)

This course explores secondary, transition and adult curriculum issues and strategies for persons with severe special needs. Vocational curriculum models, individualized program plans (1EP, 1TP, ISP, IHP, andIWRP), transition service needs and supported employment/living strategies will be discussed in depth. The course focuses on group projects whereby each student participates in planning, designing and writing a curriculum guide for a cooperating school, transition, employment or residential program.

W., 6:30-8:15

J. Edward Carter



School of Management

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building-Fulton Hall-which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the Fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives-to educate the managers and leaders of organizations, whether they be business, government, hospital or education oriented.

Objectives of the School of Management

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional education that will prepare the student for important management positions in business and in other institutions. In the development of persons who will assume significant professional responsibilities, it is absolutely essential that each student gain both an appreciation for the ethical and moral dimension of decision making and an understanding of the Jesuit tradition in this area. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following goals:

1. Liberal Education: To provide students with a broad educational foundation of course

coverage in arts and sciences, including English, mathematics, social sciences, history and the natural sciences.

2. Professional Core: To develop in students a sound background knowledge of the concepts, processes, institutions, relationships, and methods of modern management.

3. Advanced Professional Interest: To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disci-

4. Personal Development: To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

Requirements for the Degree

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester, three-credit courses distributed over eight semesters of four academic years with a cumulative average of at least a C-(1.5). Within these thirty-eight courses is the Core curriculum of fourteen liberal arts courses required of all students. The remaining twenty-four courses include sixteen management courses, two liberal arts electives and six free electives.

Students are encouraged to use these electives to maintain or develop skills and interest in other areas such as foreign language, music, art, etc. Foreign language study is particularly recommended; for example, the Department of Germanic Studies offers the course GM 005-006 (Elementary Business German) for persons without previous experience with the German language who wish to begin to develop competence with this language (for details see Germanic Studies).

The Department of Romance Languages offers RL 013 (Professional Conversational Spanish for Business) in which special attention is given to vocabulary and dialogues related to business (see Romance Languages).

The School of Management offers its undergraduates an integrated concentration in Management and Psychology. Persons interested in this concentration should contact the coordinator through the office of the undergraduate dean early in their freshman year.

In some cases it is possible to arrange an equivalent major in Arts and Sciences by utilizing free electives. Students interested in completing a major in the College of Arts and Sciences should contact both the School of Management Associate Dean and the Department Chairperson in the College of Arts and

In general, University Core or School of Management courses may not be taken by any student on a Pass/Fail basis or for Audit; the only courses that are acceptable for Pass/Fail are the Arts and Sciences free electives. Approval for Pass/Fail will be given only during the registration and Drop/Add periods.

The University Core is customarily taken as shown, as is the School of Management Core. However, you should arrange your courses in sequence according to your field of concentration in consultation with your faculty advisor.

The final examination schedule is set before classes begin according to the examination module based upon day and time of offering. If a student has three or more examinations scheduled for the same day, the difficulty is

caused by a departmental examination which will have to be re-scheduled as an absentee examination.

Freshman Year

English Mathematics* Natural Science European History PL 070 Phil. of Person I

Sophomore Year

MA 021 Financial Accounting EC 131 Princ. of Economics-Micro **A&S** Elective MC 021 Computers in Management EC 151 Statistics**

Theology **Junior Year** A&S Elective MF 021 Basic Finance MK 021 Basic Marketing MD 021 Management & Operations MJ 021 Introduction to Law**

> or MB 021 Organizational Behavior

Senior Year Concentration MD 099 Strategy &

Policy Elective Elective

English Mathematics* Natural Science European History PL 071 Phil. of Person II

MA 022 Managerial Accounting EC 132 Princ. of Economics-Macro **A&S** Elective EC 151 Statistics MC 021 Computers in Management

A&S Elective Concentration

Elective

Theology

Elective MB 021 Organizational Behavior**

MI 021 Introduction to Law

Concentration

Concentration Elective Elective

With the exception of MD 099, Strategy and Policy, all management Core courses must be completed by the end of the junior year. Seniors must have taken management Core courses in the first three years. Accounting, statistics, computer science and economics should be taken by the end of the second year.

The prerequisite for individual courses must be followed:

Example-Financial Accounting-MA 021 before Managerial Accounting-MA 022; EC 151 Statistics, EC 132 Principles of Economics-Macro and MA 022-Managerial Accounting before MD 021 Management & Operations.

*MT 172-Finite Math for Management Science; *MT 173-Calculus for Management Science **MJ 021-MB 021 May be taken either semester.

Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business;
- a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems;
- a study of organization theory, interpersonal relationships, control and motivation systems, and communications;

a background of the concepts, processes, and

institutions in marketing and distribution, production, and financing functions of business enterprise;

a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

Academic Regulations

Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of C-(1.5) as the satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning the third year and twenty-nine courses by the beginning of the fourth year. A student who fails or withdraws from a course(s) or who takes less than the normal course load, must make up the course(s) by attending summer school at Boston College or at another approved college. Permission to take summer school courses must be obtained in writing from the Associate Dean prior to taking the course.

Failure to maintain this requirement will result in the student being placed on warning or probation. Three or more deficiencies (i.e., grades of W or F) in one academic year will result in dismissal from the College.

Class Attendance

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those with excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the University Student Guide. Attendance in class for the other years is free and is left to the maturity and responsibility of the individual student; however, certain courses because of their special approach require attendance, e.g., MD 099–Strategy and Policy.

In cases of prolonged absence due to illness or injury, a student or a member of his or her family should communicate with the Dean of Students and the Associate Dean of the School of Management as soon as the prospect of prolonged or extended absences becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of the School as soon as the student's health and other circumstances permit.

Normal Program

The normal program for freshmen, sophomores, and juniors is five courses each semester; for seniors four or five courses.

Acceleration

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the School of Management to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.0; they will be considered for approval only for exceptional reasons. The University policies regarding accelerated programs, once approved, also require that any course intended for acceleration must be taken at Boston College and must be authorized by the Associate Dean. Students

transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study. Any overload courses taken for acceleration will carry an extra tuition charge. A sixth course may be taken by students who have a cumulative average of B (3.0) and have the permission of the Associate Dean. Course credit will not be granted for students who do not have permission prior to registering for the course. Full time status for a student in any class requires enrollment in at least four courses each semester.

Leave of Absence

A student in good standing who desires to interrupt the normal progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar. A leave of absence will not normally be granted to students who expect to do full time academic work at another institution, and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Students who violate these standards are subject to disciplinary action by a professor, and may be subject to further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) referred by either students or faculty. After reviewing a case the Board makes a recommendation to the Associate Dean who can then take disciplinary action which may include suspension or expulsion.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, will be awarded to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Programs

Management Honors Program

Beginning with the class of 1992, students will be invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more complete details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take MH 126, Management Communication Skills, and MH 199, the senior Honors Thesis. (See the Honors Program section for course descriptions.) These two courses are in addition to the 38-course requirement for the degree.

Pre-Professional Studies for Law

Although there is no prescribed academic program which can be considered "pre-legal," the School of Management does provide an opportunity for the student to develop analytical powers and a capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the School of Management offers an ideal opportunity to develop these qualities. In addition, the School of Management staff includes a highly competent pre-legal advisory counseling group. Together, these provide an excellent preparation for the legally-oriented student.

Loyola Lectures

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The University, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Father Umberto Almazan, Dr. Tran Van Chuong, F. Lee Bailey, Ralph Nader, Jack Anderson, Senator Paul Tsongas, and Andrew Young.

Senior Awards and Honors

The Reverend Thomas I. Gasson, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

The Patrick A. O'Connell Marketing Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Marketing.

The Patrick A. O'Connell Finance Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Finance.

The John B. Atkinson Award: Founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

The Reverend Charles W. Lyons, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses studied in the major field of Accounting.

The Arthur Andersen Award: In Computer Science. Awarded to the student who, by the vote of the Department Faculty, has demonstrated

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outstanding achievement in the major field of Computer Science.

The James D. Sullivan, S.J. Award: A gift of the Student Senate of the School of Management is awarded to the senior who, in the judgment of a faculty committee, is outstanding in character and achievement.

The Matthew J. Toomey Award: Presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the School of Manage-

ment Honors Program.

The Wall Street Journal Award: A recognition of achievement award and a year's subscription to the Wall Street Journal given to the senior who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

The William I. Lee Accounting Award: An annual award given by the North Shore Region of the Greater Boston Association of Accountants to a high-ranking senior accounting ma-

The Raymond J. Aherne Award: Given annually to the outstanding senior majoring in Finance. The nominees are voted upon by the seniors in the Academy and final selection is made by a student-appointed faculty interviewing committee. The award represents the recognition of one's own peers as being a leader in his or

The James E. Shaw Memorial Award: An award given to a senior in the School of Management who has been accepted to a recognized Law School, and who has demonstrated a strong personal interest in the welfare of fellow students. The recipient is selected by a faculty committee of the School of Management.

The Hutchinson Memorial Award: A plaque presented by the American Marketing Association, Boston Chapter, to the outstanding marketing student for academic and extracurricular achievement.

Accounting

Faculty

Associate Professor Louis Corsini, B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Associate Professor Christopher J. Flynn, A.B., Boston College; A.M., Boston University; L.L.B., Boston College

Associate Professor Ronald Pawliczek, Chairperson of the Department B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Associate Professor Kenneth B. Schwartz, B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Associate Professor Frederick J. Zappala, B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Assistant Professor Jeffrey R. Cohen, B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Assistant Professor Stanley J. Dmohowski, B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Assistant Professor Christi Kay Lindblom, B.S., University of Nebraska; M.A.S., Ph.D., University of Illinois

Assistant Professor George E. Nogler, B.S., Bentley College; M.A., Assumption College; M.B.A., D.B.A., Boston University; C.P.A.,

Assistant Professor Laurie W. Pant, B.A., College of New Rochelle; M.Ed., Emory University; M.B.A., D.B.A. (cand.), Boston University

Assistant Professor David J. Sharp, B.A., M.A., Lincoln College, Oxford University; M.Sc., University of Manchester; Ph.D. Massachusetts Institute of Technology

Instructor Robert M. Turner, B.S., LeMoyne College, M.S., Syracuse University; M.B.A., Boston College

Lecturer William J. Horne; A.B., A.M., Boston College

Program Description

The objective of the curriculum sequence is to prepare the undergraduate student who concentrates in accounting for a professional career in accounting for the remainder of this decade and into the next. This curriculum is broad based in its scope and coverage so as to be relevant and useful for a professional accounting career, whether that career be in public accounting, industry, financial institutions, not-for-profit organizations or government. The program emphasizes the conceptual and the applications aspect of the financial accounting standards and managerial accounting techniques, and the relationship between accounting information and recent developments in economics, finance and the behavioral sci-

Courses Required for a Concentration

Junior Year

MA 301

Theory I Financial Accounting Standards and MA 302 Theory I MA 307 Managerial Cost Analysis MA 309 Analysis and Audit of Information Systems (May be taken Fall Senior Year)

Financial Accounting Standards and

Senior Year

MA 402 Theory and Contemporary Issues in Accounting MA 405 **Federal Taxation** Electives MA 399 Research Seminar in Accounting

MA 401 Financial Accounting Standards and Theory III

MA 408 Financial Auditing

C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants contact the state they plan to practice in concerning the educational requirements of that state. Many states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. The faculty of the Department is available for advising on how best to fulfill these requirements.

Course Offerings

MA 021 Financial Accounting Information Systems (F, S: 3)

This course deals with the formal financial information processing system, the end products of which are the various financial statements presented to investors, creditors, and other parties. Accounting concepts, standards and procedures are studied from the standpoint of providing the tools for subsequent analysis of the financial statements. The Department

MA 022 Managerial Accounting (F, S: 3) This course stresses the usefulness of accounting data as it relates to the managerial decision-making process, within the broad objectives of planning, control and analysis. Among the multi-faceted areas of study are financial statement analysis, managerial accounting fundamentals for product costing and cost-volume-profit relationships, budgeting for both profit planning and capital outlays, standard cost analysis and responsibility accounting.

The Department

MA 301 Financial Accounting Standards and Theory (F: 3)

Prerequisite: MA 022

This is the first course of a four course sequence which comprehensively addresses accounting and reporting standards. Throughout the sequence, emphasis is placed on the application of accounting theory to the development of financial statements of proper form and content. In this, the first course, attention is directed to the study of asset accounting and valuation and the relationship between the balance sheet and the statement of income.

The Department

MA 302 Financial Accounting Standards and Theory II (S: 3)

Prerequisite: MA 301

Emphasis is placed on the continuing relationship between theory and practice as applied to the liability and the stockholder's equity section of the balance sheet. Specific areas of coverage include long-term debt, troubled debt restructuring, stockholders' equity, long-term investments, business combinations, and statement of change in financial position. The Department

MA 307 Managerial Cost Analysis (F, S: 3) Prerequisite: MA 022

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, cost behavior, and CVP analysis, systems design, responsibility accounting and decentralization, profit planning through operating budgets and capital budgets, standard costing, direct costing and relevant costing. The Department

MA 309 Audit and Analysis of Accounting Systems (F, S: 3)

Prerequisites: MA 301, MC 022, EC 151 The course provides an overview of auditing, analyzing, and understanding both manual and computerized accounting systems. The topics include the environment of auditing, ethics, legal framework, analytical review techniques and risk assessment, internal control review, statistical sampling for control compliance and direct tests of balances, audit evidence, generally accepted auditing standards, and control structure of accounting information systems, databases, security, fraud, software controls, and computerized auditing.

A paper is required; either detailing the results of an analytical review of a real firm or an internal control assessment of a small business.

The Department

MA 399 Research Seminar (F, S: 3) Research is carried on under the guidance of members of the Accounting Department. The focus of the course is on investigations in the field of accounting and related subjects.

MA 401 Financial Accounting Standards and Theory III (F, S: 3) Prerequisite: MA 302

The course further develops the theoretical framework of the accounting discipline. Areas of investigation include earnings per share, pensions, tax allocation, accounting changes, prior period adjustments, interim and segment reporting and foreign currency transactions fund and not-for-profit accounting and financial statement analysis. The Department

MA 402 Theory and Contemporary Issues in Accounting (F, S: 3)

Prerequisite: MA 302

This course is presented in four parts. The first deals with theory development culminating with an in-depth look at the conceptual framework. The second part explores alternative theory development, the impact of politicization, economic consequences, efficient market theory and other factors which affect the development of accounting principles. The third part focuses on theory applications, specifically GAAP. The last part of the course exposes the student to accounting for leases and accounting for changing prices.

The course objective is to develop the student's understanding of major conceptual issues of the accounting discipline and the complexities and difficulties surrounding their application. The pedagogy throughout the course is on student participation through presentations, term papers and class The Department discussion.

MA 405 Federal Taxation (F, S: 3)

This course considers Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meaning of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate gift and excise tax laws.

The Department

MA 408 Seminar in Auditing (S: 3)

Prerequisite: MA 309

This seminar course considers, in-depth, certain issues relating to historic and current developments in auditing such as fraud, ethics, new standards, going concern issues, independence and management advisory services, five year accountancy rule, auditors legal liability, EDP auditing, etc. Presentation is by case analysis or current readings with class discussions. The course requires a paper and class presentation on a topic area of interest to the student. The Department

Business Law

Faculty

Professor Frank J. Parker, S.J., B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Professor David P. Twomey, B.S., J.D., Boston College; M.B.A., University of Massachusetts

Associate Professor Alfred E. Sutherland, Chairperson of the Department B.S., A.M., J.D., Boston College

Assistant Professor Scott F. McDermott, B.A., Colby College; J.D., Boston College

Assistant Professor Patricia A. Norton, B.A., Boston College; J.D., New England School of

Course Offerings

MJ 021 Law I-Introduction to Law and Legal Process (F, S: 3)

This course is an introduction to law, legal institutions and the legal environment of business involving fundamental principles of justice and ethics. The course includes an examination of the substantive law of contracts and regulations of administrative agencies. Legal aspects of international business are examined in this increasingly important area.

The Department

MJ 022 Law II-Business Law (F, S: 3)

The course examines the Uniform Commercial Code with respect to the law of sales, commercial paper, creditors rights and secured transactions. Partnerships, corporations, bankruptcy, real property, wills, trusts, estates, personal property, bailments and agency are included.

Recommended for Accounting and Marketing students. Required for those taking the C.P.A. Examinations in New York.

Scott McDermott Frank Parker, S.J.

MJ 148 International Law (F, S: 3)

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international organizations including the United Nations and the European Economic Community, and the rights and duties of diplomatic and consular officials.

Alfred E. Sutherland

MJ 152 Labor Law (F, S: 3)

Introductory considerations pertaining to organized labor in our society. Examination of the process of establishing collective bargaining, including representation and bargaining status under the Railway Labor Act and the National Labor Relations Act. Class discussion of the leading cases relevant to the legal controls which are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Additional topics studied are the law of arbitration, fair employment practices, law of public sector collective bargaining, and employee safety and health law. Students are required to submit a research paper on a current Labor Law topic. David P. Twomey

MJ 154 Insurance (F, S: 3)

The course is designed to acquaint the student with the fundamental legal, actuarial and financial principles of insurance as applied to modern business requirements involving a study of life, property and casualty insurance. Legal aspects of the insurance contract as the principal instrument of risk management are analyzed thoroughly. The role of the federal and state governments with respect to social security, unemployment and worker's compensation and insurance regulations is examined carefully. Patricia Norton

MJ 156 Real Estate (F, S: 3)

The course examines the legal nature and forms of real estate interests, conveyancing of real property rights, brokerage operations, valuation and appraisal process, mortgage financing, principles of real estate, tax aspects, land development, management of real estate properties, and government involvement in public policy considerations of land use.

> Vincent Harrington Richard J. Monahan Albert Sullivan

MJ 161 Corporate and S.E.C. Law (F, S: 3) The course examines the role of the corpora-

tion in modern society and the factors affecting choice of the form of business organization including corporations, partnerships and trusts, corporate governance and the fiduciary obligations of directors and officers. The developing body of federal securities law is explored, including analysis and evaluation of the Securities and Exchange Commission and its regulations. The professional and legal responsibilities of accountants, particularly with regard to financial and registration statements are critically examined. Alfred E. Sutherland

MJ 625 Law and Policy in International Law (S:3)

This course involves a study of the relations of law to international economic policy, the United States Constitution and regulations of foreign trade, the responsibilities of the United States Trade Representative in the negotiation and coordination of foreign economic relations, the General Agreement on Tariff and Trade, escape clause, anti-dumping laws and countervailing tariffs, the International Monetary Fund and global liquidity and Swiss Banking Secrecy laws. Alfred E. Sutherland

MJ 631 African Business (F: 3)

A survey of political, economic, physical, legal, cultural, and religious influences which affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

Frank J. Parker, S.J.

Computer Science

Faculty

Professor Richard B. Maffei, B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

Associate Professor Peter G. Clote, B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Associate Professor Harvey M. Deitel, Chairperson of the Department B.S., M.S., Massachusetts Institute of Technology; Ph.D., Boston University

Associate Professor James Gips, B.S., M.I.T.; M.S., Ph.D., Stanford University

Associate Professor Peter Kugel, A.B., Colgate University; Ph.D., Harvard University

Associate Professor C. Peter Olivieri, B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Associate Professor Howard Straubing, A.B., University of Michigan; Ph.D., University of California at Berkeley

Assistant Professor Radha R. Gargeya, B.E., Andhra University, India; M. Tech, Ph.D., Indian Institute of Technology; Ph.D., Illinois Institute of Technology

Assistant Professor Michael C. McFarland, S.J., A.B., Cornell University; TH.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

Assistant Professor Jeffrey D. Parker, B.A., Kenyon College; M.A., Ph.D., University of Wisconsin at Madison

Program Description

The Computer Science Department offers courses at three different levels:

- 1. At an *elementary* level, the Department offers one course (MC 021) for students who want to learn enough about computers to use them effectively in their course work and their careers. This course is required for SOM students and is a popular elective for other Boston College undergraduates.
- 2. At an introductory level, the Department offers two courses, MC 140 and MC 141, on the art and science of computer programming. These courses are designed for students who want the extra level of mastery that being able to program computers in a professional manner gives them.
- 3. At a major or concentration level, the Department offers a broad variety of courses for students with a deeper interest in the field.

The Department offers two concentrations (one in Computer Science and one in Information Systems) for students in the School of Management and the College of Arts and Sciences, a major for students in the College of Arts and Sciences and a specialization in the School of Education. Students considering the new Graduate Program in Computer Science should speak with Prof. Deitel, the Department Chairperson.

1. The concentrations, in Computer Science and Information Systems, are available to students in both the School of Management and in the College of Arts and Sciences. Students in the College of Arts and Sciences need to get a letter from the Chairman of the Computer Science Department upon the completion of their concentration certifying to that completion if they want the concentration entered into their transcript.

2. The major, consisting of 14 courses, is available to students in the College of Arts and Sciences and is offered in cooperation with the Mathematics Department. For further information, see "Computer Science" in the Arts and Sciences section of this catalog.

- 3. Two specializations are available for students interested in teaching Computer Science in the lower schools. Students in the School of Education may take a specialization in Computer Science by taking two courses in the Department (MC 140 and 141). Students in the School of Management who are concentrating in Computer Science can take a specialization in Education by taking two courses in the School of Education (ED 628 and ED
- 4. A minor in Cognitive Science is offered by the College of Arts and Sciences. It allows students to study the use of the computer as a model of the human mind. For more information, see the "Minors" section in the Arts and Sciences section of this catalog.

Courses Required for the SOM Information Systems Concentration

The SOM Information Systems (IS) concentration is intended for students who are interested in computer systems in a business setting. The courses emphasize the practical problems of developing and maintaining computer systems that meet an organization's need and further its objectives. The Information Systems concentration is appropriate as a primary concentration for SOM students; it is also appropriate as a second concentration for students whose primary concentration is another SOM concentration such as Finance, Accounting, or Marketing. The IS concentration consists of four courses beyond MC 021 including three required courses and an elective:

MC 140 Computer Science I MC 252 Systems Analysis MC 254 **Business Systems**

Any Computer Science elective

Courses Required for the SOM Computer Science Concentration

The Computer Science (CS) concentration emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions and to go on for graduate study in Computer Science. (The Computer Science Concentration also fulfills all the prerequisite courses for the Boston College Master of Science Program in Computer Science. Students interested in applying to this program should contact Professor Deitel, the MS in Computer Science Program Director, in Fulton 433.)

The CS concentration consists of five required courses beyond MC 021:

MC 140 Computer Science I

MC 141 Computer Science II MC 248 Discrete Mathematics

MC 260 Assembly Language MC 383 Analysis of Algorithms

Elective Offerings

The department offers a wide range of electives. Information Systems concentrators and Computer Science concentrators planning to enter industry on graduation should consider taking additional courses selected from:

MC 357 Database Systems

MC 359 Artificial Intelligence MC 362 **Operating Systems**

Compilers MC 371

MC 372 Computer Architecture

MC 373 **Robotics**

MC 374 Topics in Computer Science

MC 383 Analysis of Algorithms

MC 385 Automata, Languages, and Computability

MC 399 Readings in Computer Science

MC 611 Digital Systems Laboratory

MC 622 Prolog

MC 633 **Computer Graphics**

MC 652 Microcomputer Systems

MC 690 Ethical Issues of Computer Use

Course Offerings

MC 021 Computers for Management (F, S: 3)

Prerequisite: None

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students learn to use a variety of application packages including spreadsheets, word processors, database systems, and graphics packages. They also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use. A sizeable portion of the course is devoted to teaching students to program computers. (Note: This course may not be taken for credit by students who have taken MT 008 or MT The Department

MC 140 Computer Science I: Structured Programming (F, S: 3)

Prerequisite: None, but some familiarity with the Apple Macintosh personal computer (such as that gained in MC 021) will be helpful. This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of Computer Science. Students learn to develop computer programs in Pascal, a widely used language from which it is generally thought to be relatively easy to learn other languages. They are also introduced to modern methods for developing computer programs and given the opportunity to develop their problem-solving

This course is equivalent to MT 550 and is required for both Computer Science and Information Systems concentrators. Peter Clote Harvey Deitel

MC 141 Computer Science II: Data Structures (F, S: 3)

Prerequisite: Computer Science I This course develops the student's ability to write programs using more flexible and complex data structures than those that are covered in Computer Science I, including lists, trees, graphs and other dynamic data structures. It also continues the development of the student's general programming and problemsolving abilities to a level that can properly be called "professional."

This course is equivalent to MT 551 and is required for Computer Science concentrators. Radha Gargeya Robert Signorile

MC 248 Discrete Mathematics (F, S: 3)

Prerequisite: One year of college Mathematics This course is an intense, efficient introduction to discrete mathematics for students concentrating in Computer Science and for students preparing for the Master of Science Program in Computer Science. Topics include Logic, proofs, mathematical induction, correctness of algorithms, sets, relations, functions, permutations, combinations, partitions, graphs, trees, digraphs, and discrete probability. Note: MC 248 is not open to A&S Computer Science majors, who must complete the two-semester sequence MT 243-MT 244. Howard Straubing

MC 252 Systems Analysis (F, S: 3)

Prerequisite: Computer Science I This course deals with the entire life cycle of information systems from their initial concept through their eventual replacement. The requirements of the system must be determined. The system and its files and databases must be designed. The programming and other parts of its implementation must be managed so that they will be completed on time and so that the product serves the needs of its users. The system must be maintained once it is implemented. The course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers and implementors, helping each to understand the needs and problems of others. The student will learn about the major methods and tools used in the systems development process. This course is required for Information Systems William Griffith concentrators.

MC 254 Business Systems (F, S: 3)

Prerequisite: Computer Science I Business is the major user of computer systems today. This course deals with the main ideas used in systems for business applications. A major focus of this course is the efficient and reliable handling of large amounts of data in files. A variety of file organizations and access methods are discussed. Students learn to program in a widely-used, state-of-the-practice language (such as COBOL or a fourth-generation language) for developing information systems. This course is required for Information Systems concentrators. Tom Bugos William Griffith

MC 260 Assembly Language and Computer Organization (F, S: 3)

Prerequisite: Computer Science II This course is an introduction to assembly language programming and computer hardware organization. Since even programs originally written in a higher level programming language such as Pascal are usually eventually translated into assembly language, students who understand assembly language have a better idea of what computers really do. Assembly language programming is used today in applications where speed and efficiency are important considerations, such as systems programming, real-time programming, animation, robotics and computer games.

This course is equivalent to MT 572 and is required for Computer Science concentrators.

Tom Bugos Jeff Parker MC 357 Database Systems

Prerequisite: Computer Science II An organization's information is one of its most precious resources. A database system manages that resource effectively. Database Management Systems (DBMSs) give users access to the organization's information. This course deals with basic database concepts including physical storage organization, data models, an overview of some existing systems, database security, recovery and integrity. Although this course is not primarily a programming course, a number of programming assignments will be given. Not offered 1988-89

The Department

MC 359 Artificial Intelligence

Prerequisite: Computer Science I This course is an introduction to the basic ideas and techniques used in Artificial Intelligence, the branch of Computer Science that tries to get computers to do things that, when they are done by human beings, are thought to require intelligence. This course deals with programs that play games (like chess or checkers), that solve problems, that understand natural languages such as English, and that can see things in their environments. Programs based on ideas from Artificial Intelligence are being increasingly used in business, education, medical and scientific applications and other applications areas. The ideas involved in Artificial Intelligence are playing an increasingly important role in scientific studies of the human

Not offered 1988-89

mind.

The Department

MC 362 Operating Systems (S: 3)

Prerequisite: Computer Science II (Suggestion: Assembly Language could be taken concur-

Operating Systems manage a system's resources, assign hardware to specific tasks, manage concurrent operations, protect the user's data and programs, and facilitate the sharing of a single computer by many users and the networking of many computers together. This course deals with the main ideas used in the design and construction of such systems.

Harvey Deitel

MC 371 Compilers (F: 3)

Prerequisite: Computer Science II Compilers are programs that make high level programming languages, like Pascal and COBOL, possible. They do this by translating programs in such languages, which computers cannot "understand," into languages that computers can understand. This course deals with the principles and techniques used in such compilers. These principles are quite pervasive in Computer Science and are used not only to develop compilers, but also in many other kinds of programs including text editors, ordinary language understanding systems, vision systems and in operating systems.

Howard Straubing

MC 372 Computer Architecture

Prerequisite: Computer Science II (Suggestion: Assembly Language could be taken concurrently)

The purpose of this course is to develop the student's understanding of how computer systems work and how their components interact. It will examine several contemporary computer architectures as examples of different approaches and study their value in different situations. Students will learn to choose an architecture for a given application, develop software for a given architecture and appreciate the significance of architectural innovations. The Department

MC 373 Robotics (S: 3)

Prerequisite: Assembly Language Robots now play an important role in our factories and, in the coming years, may play an important role in our homes. This is a "handson" laboratory course about the programming of robots. Topics covered include locomotion, steering, moving an "arm" and "hand," dealing with sensory input, voice synthesis, and planning. Students will complete several small assignments and a major project using the robots in the B.C. Robotics Laboratory. James Gips

MC 374 Topics in Computer Science

Prerequisite: Computer Science I This course may differ each time it is offered. Each instance of it will provide an in-depth treatment of an area not covered in the regular curriculum. Topics covered will be announced just before registration. This course may be taken up to two times for credit.

The Department

MC 383 Design and Analysis of Algorithms

Prerequisite: Computer Science II and Discrete Mathematics

This course studies fundamental algorithms of Computer Science such as those used for sorting, searching, pattern matching and the like. In contrast with Computer Science II, which also studies such algorithms, this course emphasizes the mathematical analysis of such algorithms and the general techniques for making them efficient. This course provides a good grounding for some of the more advanced courses in the field including Compilers and Database Systems although it is not a prerequisite for either.

This course is equivalent to MT 583 and is required for Computer Science concentrators and for A&S Computer Science majors.

Robert Signorile

MC 385 Automata, Formal Languages, and Computability

Prerequisite: Discrete Mathematics This course is an introduction to the theoretical foundations of computer science through the study of formal models of languages and computing machines. Among the accomplishments of this theory are the formal description of the syntax of programming languages, a precise definition of the notion of algorithm, and the proof that certain problems are beyond the capabilities of any computing machine. Marvin Minsky has written "The sheer simplicity of the theory's foundation and the extraordinary short path from this foundation to its logical and surprising conclusions give the theory a mathematical beauty that alone guarantees it a permanent place.

This course is equivalent to MT 585 and is required for A&S Computer Science majors.

The Department

MC 399 Readings in Computer Science Students who wish to study topics not covered in the regular curriculum may register for this course. However, this course requires a considerable amount of maturity and responsibility on the part of the student and should be undertaken only by students who have this maturity and are able to handle the responsibility.

School of Management Finance 129

Student wishing to take this course must first find a faculty member willing to supervise their work and get written permission from that faculty member prior to registration. They must submit a written proposal with clearcut and measurable objectives for the term and they must demonstrate that they have satisfied those objectives at the end of the term.

The Department

600-Level Electives (Open to Graduates and Undergraduates:

MC 611 Digital Systems Laboratory

Prerequisites: Assembly Language, one year of college-level Mathematics including one term of Discrete Mathematics. Note: MC 611 may be taken instead of MC 830 to fulfill the MSCS core, or it may be taken as an elective. This course studies the hardware underlying all computer systems. As a result of this course, students should be able to analyze, build and troubleshoot simple digital circuits; understand at the gate level the operation of a microprocessor; and design and build the interface circuitry needed for microcomputer monitoring and control of real-time systems. Topics include combinational and sequential circuits, elementary analog circuit theory, register-transfer level building blocks, input/output circuits, and microprocessor interfacing and Radha Gargeya systems design. Michael McFarland, S.J.

MC 622 Prolog (S: 3)
Prerequisite: Data Structures

Prolog, a declarative and non-procedural language, allows one to describe a problem (rules of parsing sentences of a natural language, logic puzzles, database queries, etc.), while the system "finds" a solution. The ease of writing programs to simulate "intelligent behavior" makes Prolog a language of choice for applications in Artificial Intelligence. After introducing the syntax, this course develops Prolog programming skills by considering applications in such areas as A1, expert systems, natural language parsing, and machine modeling.

Peter Clote

MC 633 Computer Graphics

Prerequisite: Data Structures, Discrete Mathematics

Computer graphics involves human-computer communication based on visual rather than textural representations. This course presents a broad introduction, with emphasis on software and interactive graphics. Topics include application programming, architecture of graphics systems, geometric algorithms (such as clipping, transformations, and scan conversion), graphical input, and geometric modeling. If there is time, three-dimensional graphics will be introduced.

(This course is equivalent to MT 568.)

MC 652 Microcomputer Systems

Prerequisite: Assembly Language, Data Structures

This course investigates the complete programming environment of a microcomputer. Topics covered depend on available hardware, but normally include study of the following: a particular microcomputer operating system; memory management; microprocessor access to various I/O, graphics, and support chips; the construction of a disk operating system; and

comparative evaluation of other microcomputer systems.

(This course is equivalent to MT 577.)

MC 690 Ethical Issues of Computer Use (S: 3)

Prerequisite: An introductory computer course or equivalent experience

This course helps students understand the many ethical issues raised by the use of computers in our society, and equips them to make informed, responsible, and well-reasoned decisions about the use of that technology. The course develops general principles and methods for ethical decision making and uses them to explore a number of issues relating to computer use, including privacy of information, security and computer theft, ownership of information, software piracy, computers in the workplace, software liability, artificial intelligence, and the military use of computer technology.

Michael McFarland, S.J.

Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. Required courses in micro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, economic development, international trade and finance, labor, American economic history, consumer economics, capital theory, econometrics, industrial organization, Soviet economics, comparative systems, political economics, and public finance. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required course in micro and macro are offered both semesters and may be taken

Course descriptions for Economics can be found in the Arts and Sciences section of this Bulletin.

Iunior Year

First Semester

Microeconomic Theory 201 or 203 Second Semester

Macroeconomic Theory 202 or 204

Senior Year

First Semester

Economics Elective

Second Semester

Economics Elective

Finance

Faculty

Professor Walter T. Greaney, Jr., A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard University

Professor Mya Maung, A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Professor Jerry A. Viscione, B.S., Boston College; M.B.A., A.M., Ph.D., Boston University

Associate Professor George A. Aragon, A.B., University of California at Los Angeles; D.B.A., Harvard University

Associate Professor John G. Preston, B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Associate Professor Hassan Tehranian, Chairperson of the Department B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Assistant Professor Thomas C. Downs, B.S., Florida State University; M.S., Ph.D., Purdue University

Assistant Professor Kathleen Hevert, B.S., University of Delaware; Ph.D., University of North Carolina at Chapel Hill

Assistant Professor Robyn McLaughlin, B.A., Swarthmore College; M.B.A., University of Michigan; Ph.D., Massachusetts Institute of Technology

Assistant Professor Elizabeth Strock, B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Assistant Professor Nickolaos G. Travlos, B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

Instructor Hamid Mehran, B.A., Gilan College of Management; Ph.D. (cand.), University of North Carolina, Chapel Hill

Lecturer Ronald A. Porter, B.S., Worcester Polytechnic Institute; M.S., Tufts University; M.B.A., Boston College

Program Description

Financial management involves efficiently managing the flow of funds within an economic entity found in the four categories set forth below. Such management includes methods for the provision of funds and the allocating or investing of these funds on both a short-term and a long-term basis. The manager must be aware of and apply decision making tools and techniques to the limited resources of the economic entity. Financial management has wide application to all economic entities—households, private business forms, non-profit institutions, and government agencies-all of which must deal with the continual flow of funds. The manager must also be aware of the constraints and economic limitations within which the economic entity must operate. The management problems associated with each of these sectors define areas of finance that are popularly known as personal financial management, corporate financial management, not-for-profit financial management, and government or public finance.

The Finance Department has designed its courses to prepare the student for competency in the financial managerial role in the four areas set forth below. Because of the School of Management's traditional orientation towards large private firms, corporate financial management is emphasized in the program designed for the concentrators, but the tools, techniques, and analytical processes taught are applicable to all sectors.

The decision-making process within the firm is covered in courses on corporate finance, portfolio analysis, tax factors, and other courses focusing on financial management in specialized sectors such as government, education, or multinational firms. The financial envi-

ronment in which the manager must operate is covered in courses on financial institutions, financial instruments, and money and capital markets. A balance of both types of courses is required for a concentrator in Finance. In all courses, students are expected to develop and apply the analytical skills involved in identifying problems, proposing and evaluating solutions, and ultimately making a management decision.

Career opportunities in finance are varied, ranging from line management functions to advisory staff positions, and encompass all industrial groups. Although any industrial classification scheme is somewhat arbitrary, it may be useful to identify four general sectors in which the financial manager may find himself.

- —Financial Institutions: they include commercial banks, savings banks, credit unions, and the wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks and one-stop providers of such services.
- —Manufacturing Firms: they include privately held and publicly-owned firms large and small that sell goods ranging from standardized products to high technology systems.
- —Service Firms: they include areas directly related to the finance function itself such as public accounting and financial consulting firms, as well as areas which incorporate finance as a necessary function of their operations, i.e., retailing, tourism, or entertainment.
- —Not-for-Profit or Government Firms/Agencies: they include entities providing services in health care, education, social services, the arts, etc.

These sectors share a common denominator in terms of the skills, tasks and functions involved in the financial management position. Students are encouraged to talk to people active in specific areas of interest in order to gain insights into the unique opportunities and challenges of the specific field. The Finance Department attempts to facilitate such a student-professional interchange through an alumni advisement system which supplements normal faculty advisement.

The Undergraduate Concentration in Finance

In order to fulfill basic finance concentration requirements, the undergraduate finance concentrator must successfully complete a minimum of five finance courses. Of these five courses, three are prescribed and common to all concentrators, while the other two courses allow the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses. Prescribed Courses:

- 1. Basic Finance—MF 021
- 2. Financial Analysis and Management—MF 127 (MF 021-Basic Finance—is a prerequisite for this course)
- 3. Financial Policy—MF 225 (MF 127-Financial Analysis and Management is a prerequisite for this course.)
- 4. Markets, Instruments and Institutions Group—students select *one* of the offerings within this group. This group consists of the following four offerings:

Money and Capital Markets—MF 132 Investments—MF 151

Management of Financial Institutions—MF 157

Commercial Bank Management—MF 158 (*Prerequisite:* Basic Finance for all)

- 5. Student-selected departmental elective. This selection may include one of the "Markets, Instruments, and Institutions" courses not previously selected or any of the other electives offered by the Department. Electives include:
 - Portfolio Analysis and Management—MF

(prerequisites: MF 021 and MF 151)
Tax Factors in Business Decisions—MF 167

Cax Factors in Business Decisions—MF 167 (prerequisite: MF 021)

Financial Management of Multinational Corporations—MF 230

(prerequisite: MF 021)

Finance Seminar—MF 205

(prerequisites: MF 021, MF 127, "Markets, Instruments and Institutions" selection, and instructor's permission.)

Individual Directed Study—MF 299

(prerequisites: MF 021, Senior status, permission of faculty member and Department Chairperson)

Financial Management of Government and Other Related Public and Private Institutions—MF 165 (prerequisite: MF 021)

For scheduling purposes, these requirements and their associated prerequisites necessitate the following courses to be taken in sequential

Basic Finance—MF 021 Financial Analysis and Management—MF 127 Financial Policy—MF 225

The remaining requirements and any additional electives may be taken at any time after the successful completion of Basic Finance—MF 021 (as long as any other special prerequisites have also been completed).

Course Offerings

MF 021 Basic Finance (F, S: 3)

Prerequisite: MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis and working capital management. Financial markets and institutions covers the role of financial intermediaries and instruments as they function in a complex economic system. The teaching method will be a combination of lectures, problems, and case discussions.

Thomas Downs

Kathy Hevert
Larry Marino
Mya Maung
Hamid Mehran
John G. Preston
Elizabeth Strock
Hassan Tehranian

MF 031 Basic Finance - Honors

Prerequisite: MA 021

This course is a more rigorous version of MF 021 designed for honors students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned. *Hamid Mehran*

MF 127 Financial Analysis and Management (F, S: 3)

Prerequisite: Management Core

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing and long term finance. The teaching method will be a combination of lectures, problems and cases.

Robyn McLaughlin

Hamid Mehran Hassan Tehranian William Wilhelm

MF 132 Money and Capital Markets (F: 3)

Prerequisite: Management Core

This course is designed to teach the students the nature, roles and functions of financial markets and other institutions in the context of funds flows. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they impact on the performance of financial markets.

Mya Maung

MF 151 Investments (F, S: 3)

Prerequisite: Management Core

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

John Downing

Kathy Hevert Betty Strock William Wilhelm

MF 152 Portfolio Analysis and Management (F, S: 3)

Prerequisite: Management Core
This course acquaints the student with the conceptual and technical foundations of modern portfolio analysis. The principal emphasis of the course will be the application of analytical tools to the management and evaluation of investment activity in a wide variety of settings, including portfolios of financial institutions, personal investment choices of individuals and asset selection by non-financial corporations.

Use of the computer and case method may be required.

George Aragon

MF 157 Management of Financial Institutions (F: 3)

Prerequisite: MF 021, Basic Finance
This course is intended to provide the student with an introduction to the management of key financial institutions. The factors that influence the management of these institutions will be examined. Specific topics are flow of funds statements, the effects of interest rate changes, and the cash position and portfolio and loan management for several types of financial firms; such as commercial banks, savings banks, insurance companies, pension funds, mutual funds, credit unions, and investment banks.

Walter Greaney
Mya Maung

MF 158 Commercial Bank Management (S:

Prerequisites: MF 021, Basic Finance
Detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Cur-

rent problem areas in banking such as liquidity, capital adequacy, and problem loans will be explored, as well as bank investment accounts and their relationship to profitability and liquidity.

Walter Greaney

MF 167 Tax Factors in Business Decisions (F, S: 3)

Prerequisite: Management Core
This course examines the impact of the federal, state and local tax structures on the making of business decisions. Corporations, Partnerships, Sole Proprietorships and other business forms are looked at in detail. Specific topics that are covered are income taxes, capital gains and losses, contributions, capital structures, dividend policy, distributions of property, reorganizations, estate and gift taxes, and tax planning. The teaching method will be a combination of lectures, problems, and case

MF 205 Seminar: Small Business Finance (F: 3)

Prerequisite: MF 127, Financial Analysis and Management

This course applies the tools and concepts covered in MF 127, Financial Analysis and Management, to the financial management of small businesses. It will focus on the issues and problems that are unique to the financial decision-making process in a small business. The teaching methods will be a combination of lectures and discussions of readings and cases.

Malcolm Persen

Walter Greaney

MF 225 Financial Policy (F, S: 3)

Prerequisite: MF 127

discussions.

The initial phase (approximately first 40%) of this course extends MF 127's treatment of a firm's investment, financing, and dividend decisions. Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. Although some cases may be employed during this segment, emphasis will be on lectures, readings, and problems. The second phase will deal almost exclusively with cases designed to provide an opportunity to: (I) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; (5) show the relationship between finance and other management functions.

> George Aragon John Preston

MF 230 Financial Management of Multinational Corporations (F: 3)

Prerequisite: Management Core
This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation.
Topics such as sources and uses of funds, working capital management, and capital budgeting are all discussed in light of such multinational complexities as foreign exchange risk, multiple legal and political jurisdictions, and differential government and environments of trade are also studied. Lecture, class discussion, problems, and cases will be employed.

Mya Maung

MF 299 Individual Directed Study (F, S: 3) Prerequisite: Permission of the faculty member and the Department Chairperson to a student of Senior status in the School of Management.

This is an opportunity for students interested in independent study to engage in a oneto-one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-discipline in previous studies. It is required that the student will present the results of research to a faculty group of the Department towards the end of the semester. The permission of the Department Chairperson is to be obtained when the individual faculty member has agreed to direct the student's The Department research project.

General Management

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one. Within this broad framework the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.

Students might decide to chose to concentrate in this area for either of the following reasons:

- 1. A desire to pursue a cross-disciplinary approach to Management.
- 2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter to enter family business.

For additional information or assistance, contact the General Management Coordinator through the Office of the Undergraduate Dean.

Courses Required for a Concentration

Track A: Choose two areas. Within each area there is one required course and the option for one elective.

Track B: Choose the required course from each of four areas.

Accounting

Required Courses: MA 30I, Financial Accounting Standards and Theory I; MA 302, Financial Accounting Standards and Theory II. Electives: None.

Computer Science

Required Courses: MC 140, Computer Science I Electives: MC 141, Computer Science II; MC 252, Systems Analysis; MC 254, Business Systems; MC 452, Assembly Language

Finance

Required Courses: MF 127, Financial Analysis and Management

Electives: MF 132, Money and Capital Markets; MF 151, Investments; MF 159, Management of Commercial Banks and Other Financial Institutions; MF 167, Tax Factors in Business Decisions; MF 225, Financial Policy; MF 230, Financial Management of Multinational Corporations.

Marketing

Required Courses: MK 253, Basic Marketing Research, or MK 256, Applied Marketing Management.

Electives: MK 152, Consumer Behavior; MK 154, Communication and Promotion; MK 155, Sales Management; MK 158, Product Planning and Strategy.

Organization Studies/Human Resources Management

Required Courses: MB 110, Human Resources Management.

Electives: MB 116, Industrial Relations; MB 119, Interpersonal Communication in Organization; MB 120, Employment Policy; MB 123, Management of Conflict and Power; MB 127, Leadership; MB 135, Career and Human Resources Planning; MB 247, Design of Work and Organization; MB 313, Personnel and Organizational Research; MB 364, Collective Bargaining; MB 601, Comparative Industrial Relations; MB 603, Human Consequences of Managerial Control Systems, MB 648, Work and Technology.

Operations and Strategic Management
Required Course: MD 250, Decision Analysis
Electives: Choose one: MD 255 Strategic Development (An Interactive Approach); MD 260
Ethical Issues in Management; MD 384 Applied Statistics; MD 390 Small/Family Business
Consulting; MD 604 Operations Research; MD 606 Forecastion Techniques; MB 110 Human
Resources Management; or MB 116 Industrial
Relations

Students considering these options should discuss particular course selections with appropriate department faculty.

Honors Program

Course Offerings

MH 126 Management Communication Skills (S: 3)

This is a course designed to teach future managers to speak and write effectively. Students are taught to prepare and deliver various kinds of talks: information briefings, sales presentations, participation in conferences and panels. Writing instruction and practice include the standard business formats: memos, letters, short and long reports. The course stresses clarity, brevity, and logical organization. Required of School of Management Honors Program students and open to others with permission of the Director of Management Honors.

Daniel McCue

MH 199 Project (F, S: 3)

Required of School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor and the Director of the Honors Program. The most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.

Marketing

Faculty

Associate Professor Cynthia F. Frey, Chairperson of the Department B.B.A., Western Michigan University; M.B.A., Ph.D., University of Michigan

Associate Professor John T. Hasenjaeger, B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Associate Professor Raymond F. Keyes, A.B., Colby College; M.B.A., Boston College

Associate Professor Michael P. Peters, B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Assistant Professor William B. Dodds, B.S., M.S., Clarkson College of Technology; Ph.D., Virginia Polytechnic Institute and State University

Assistant Professor David W. Lloyd, A.B., Gettysburg College; M.B.A., University of New Hampshire; D.B.A., Boston University

Assistant Professor Nicholas Nugent, B.A., M.B.A., University of South Florida; Ph.D., Florida State University

Assistant Professor Gerrit P. van Nederpelt, B.A., M.B.A., Ph.D., Michigan State University

Lecturer Eugene Bronstein, A.B., Dartmouth College; M.B.A., Harvard University

Program Description

Marketing, according to the American Marketing Association, is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives." Similarly, Philip Kotler, the leading world-wide marketing textbook author, defines marketing as "a social process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others."

All organizations either explicitly or implicitly practice marketing activities including business, nonprofit and government organizations within both market and planning oriented systems.

Typical career tracks within these wide varieties of organizations and systems are product/service/program/market management, sales, fundraising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

Courses Required for a Concentration

MK 253 Marketing Research

MK 256 Applied Marketing Management

Both required courses should be taken in senior year. Two courses selected from remaining offerings.

MK 152 Consumer Behavior

MK 153 Retail and Wholesale Distribution

MK 154 Communications and Promotion

MK 155 Sales Management

MK 157 Personal Selling

MK 158 Product Planning and Strategy

MK 160 Merchandise Management

MK 299 Individual Study

Course Offerings

MK 021 Basic Marketing (F, S: 3)

This course will explore basic concepts, principles and activities involved in modern marketing. It presents marketing within the integrating framework of the Marketing Management Process consisting of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing and marketing's impact on society.

Eugene Bronstein
Victoria Crittenden
William Dodds
Cynthia Frey
John T. Hasenjaeger
Raymond Keyes
David Lloyd
Nicholas Nugent
Michael Peters
Gerrit van Nederpelt

Michael Peters

MK 152 Consumer Behavior (F, S: 3)

Prerequisite: MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes (2) group influences such as family, culture, social class and reference group behavior and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

Nicholas Nugent

MK 153 Retail and Wholesale Distribution (F, S: 3)

Prerequisite: MK 021

Three groups of students may be interested in this course. The first and larger number intends to work in a marketing function of a consumer goods manufacturer. As such this person will be dealing with distribution strategy and retailers of a wide variety. Having a clearer understanding of the way retailers and wholesalers operate will be a major advantage. The second group will actually seek employment after graduation in merchandising or sales supporting functions in a diverse group of retail or wholesale companies. The last group will simply wish a more intense look at distribution problems than that provided by the Basic Marketing prerequisite MK 021. Many types of stores will be studied such as

department stores, discount stores, promotional fashion stores, specialty store groups, home centers, home furnishings outlets, warehouse stores, factory outlets, direct mail marketing, non-store retailing and the new electronic cable TV at-home retailing. A variety of wholesale institutions will also be studied. Subjects such as retail consumer behavior, the retail environment, retail human resource management, store location, buying and merchandising, retail pricing promotion and financial control will be covered. The course is conducted on a discussion basis with text and outside readings, case analysis and discussion, several speakers from industry, store visits and a major paper. Internships are also available. Open to non-School of Management students meeting requirements. Eugene Bronstein

MK 154 Communication and Promotion (F, S: 3)

Prerequisite: MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, reseller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.

Cynthia Frey David Lloyd

MK 155 Sales Management (F, S: 3)

Prerequisite: MK 021

The course is designed to develop a firm understanding of the sales organization and its critical role in the marketing program. The functional and organizational aspects of planning, implementing and controlling the strategic sales program are covered in detail. Case studies, guest speakers, and a simulation game will be used to provide applied experience with these concepts. Students will work on projects to learn the use of an integrated model for strategic sales programs. The course is important for anyone interested in a career in marketing operations.

John T. Hasenjaeger

MK 157 Personal Selling (F, S: 3)

Prerequisite: MK 021

This course is an introduction to the most significant promotional force of all—personal selling. Both principles and techniques of selling will be covered. Although no magic formulas, recipes, etc., will be provided, it will cover in some detail the programs and practices developed by successful salespersons. This course is suitable for students whose main interest is marketing, for those who train salespersons and for those who look forward to selling careers with established firms or on their own.

James Costello Bert Mendelsohn

MK 158 Product Planning and Strategy (S: 3)

Prerequisite: MK 021

With the growing concern over the success rate of new products an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of Victoria Crittenden industries. Michael Peters

MK 160 Merchandise Management (S: 3) Prerequisites: MK 021; MK 153

This course is for students who have acquired a basic knowledge of retailing through substantial work experience or by taking MK 153 or both. It is clearly for those who either have an interest in a retail merchandising career or for those future marketing executives who will be dealing closely with retail merchandising executives. Subject matter covered will be the buying function, locating and choosing vendors, preparing buying plans, negotiating, vendor analysis, managing incoming merchandise and data movement, buying mathematics, pricing, the merchandise budget, purchase planning, open-to-buy, and merchandise and operating reports and analysis. Several retail merchants will speak to the class. There will be visits to local stores, internships will be available. Students finishing this course successfully will be ready for senior assistant buyer responsibilities in retail stores. Eugene Bronstein

MK 253 Basic Marketing Research (F, S: 3) Prerequisite: MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. Providing this information is the responsibility of the marketing research function. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to knowledgeably evaluate the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project. William Dodds

John T. Hasenjaeger David Lloyd Nicholas Nugent

MK 256 Applied Marketing Management (F, S: 3)

Prerequisite: MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action. Considerable emphasis is placed on student participation in class discussion and on written case analysis. In addition, each student works on a term project involving the study of the marketing environment, problems, and opportunities in an area related to his or her career interests. This course is for seniors only.

Eugene Bronstein Cynthia Frey Raymond Keyes MK 299 Individual Study (F, S: 3)

This is an individualized course that is developed by a student and faculty member and is approved by the Department Chairperson. A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

Operations and **Strategic Management**

Faculty

Professor Walter H. Klein, Chairperson of the Department

B.S., M.B.A., Ph.D., University of Pittsburgh

Professor Joseph A. Raelin, A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Professor John E. Van Tassel, B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Associate Professor David C. Murphy, B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Assistant Professor Samuel B. Graves, B.S., U.S. Air Force Academy; M.S., D.B.A., The George Washington University

Assistant Professor Cengiz Haksever, B.S., M.S., Middle East Technical University, Turkey; M.B.A., Texas, A&M University; Ph.D., University of Texas

Assistant Professor James F. Halpin, S.J., A.B., A.M., M.S., Boston College; S.T.L., Colegio de San Francisco de Borja: Barcelona; S.T.D., Gregorian University

Assistant Professor Nan S. Langowitz, B.A., Cornell University; M.B.A., New York University; D.B.A., Harvard University

Assistant Professor Hassell H. McClellan, B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

Assistant Professor Richard McGowan, S.J., B.S., University of Pennsylvania; M.S., University of Delaware; M.A., Fordham University; M.Div., M.Th., Weston School of Theology; D.B.A., Boston University

Assistant Professor Jeffrey L. Ringuest, B.S., Roger Williams College; M.S., Ph.D., Clemson University

Assistant Professor Thomas P. Vaughan, B.S., M.B.A., Wayne State University; Ph.D., University of Michigan

Assistant Professor Sandra A. Waddock, B.A., Northeastern University; M.A., Boston University; M.B.A., D.B.A., Boston University

Lecturer David R. McKenna, B.S., M.B.A., Boston College

Program Description

The Operations and Strategic Management Department is transdisciplinary in nature. Its purpose is (1) to draw together, integrate, and advance knowledge that considers decision-making in the organization to be the primary unit of analysis in the study of management, and (2) to use this knowledge to develop understanding and skills that inform management practice. The transdisciplinary nature is reflected in the overall focus on the interrelatedness between decision making at the strategic and operating levels, and in the emphasis given to five kinds of quantitative and qualitative analyses critical to informed organizational decision making:

Environmental analysis Ethical analysis Operations analysis Quantitative analysis Strategic analysis

Strategic Management is a systematic approach to a major and increasingly important leadership responsibility of general managers: to position and relate the organization to its changing environment in a way that will assure continued effectiveness and keep it responsive to emerging challenges. The analytical part of this approach is called strategy formulation. It includes the ways in which managers collectively identify social-public-ethical issues (environmental analysis), assess industry structure, competitive forces, and probable competitors' reactions (strategic analysis), judge the social appropriateness of alternative organizational responses (ethical analysis), and formulate effective, legitimate strategies (strategic planning). The internal organizational learning and development along with the adjustments needed in management structure, processes, systems and skills to cope with changes in strategy constitute strategy implementation.

Operations Management is a systematic approach to the tactical management of day-today operations, that is, bringing together and combining those elements needed to manufacture a product or provide a service. It focuses on the supply side of what every organizations does. That is, operations or production transforms human, physical, and technical resources into goods and services. Operations Management is also concerned with operations strategy, that is, maintaining the organization's valueadded ability to supply goods or services in the long-run and enhancing the organization's capability to use operations as a sustainable competitive advantage in increasingly global markets. Many of the quantitative models and techniques learned in operations analysis have applications in functional areas outside of production as well as in modeling the overall organizations and environment for purposes of environmental and strategic analysis.

Courses Required for the Concentration

The following three courses are required for the concentration:

MD 222 Strategic Analysis MD 250 **Decision Analysis** MD 370 Operations Analysis

In addition, the student must take at least one of the following electives:

MD 225 Strategic Development-An Interactive Approach

MD 260 Ethical Issues in Management

MD 384 **Applied Statistics**

MD 390 Small/Family Business Consulting

MD 606 Forecasting Techniques

MB 110 Human Resources Management

MB 116 **Industrial Relations**

Course Offerings

MD 021 Management and Operations (F, S: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, and MC 022

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources is one of the primary functions of every organization. The management of operations is what every organization does; it transforms human, physical, and technical resources into goods and services. Hence, it is vital that every organization needs to manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions, organizational strategies, and societal concerns about productivity, inflation, and the quality of professional and personal life.

The focus of the course is decision making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making. Course content will include such topics as quality control, linear optimization, production planning and scheduling, project management, inventory management and control, decision theory, and demand forecasting.

The Department

MD 099 Strategy and Policy (F, S: 3) Prerequisite: Successful completion of the S.O.M. professional Core. Departmental approval may be granted in certain circumstances to second-semester juniors who certify completion of the Management Core except for MD 021 which must then be taken with MD 099. This course focuses on the study of the administrative process as organizational guidance from a top management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and management philosophies and ideologies. Considerable emphasis is placed on student participation through class discussions, and on the develop-The Department ment of managerial skills.

MD 100 Competitive Strategy-Honors (F:

Note: MD 100 substitutes for MD 099 in the Core Requirements; hence it has the same prerequisites as MD 099

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to:

- The use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts including environmental and industry analysis,
- 2) The integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas

Of particular interest are the crucial problems and decisions that determine the objective of the organization and the appropriate allocation and marshalling of resources to achieve those objectives. Competitive Analysis (MD 100) enhances the student's ability to identify and generate strategic alternatives as validated by competitive environments and the resources and capabilities of the firm. Class participation and written analyses of case studies are an integral part of the course. Richard McGowan, S.J.

MD 222 Strategic Analysis (S: 3)

Prerequisite: SOM Junior standing or consent of the instructor

This is a broad course which examines the concept of corporate strategy and its relationship and application to the functional areas of the firm. The theme will be to understand the link between functional and competitive strategy. Topics to be explored will include: industry analysis, manufacturing strategy, product-life cycle theory, portfolio analysis models, the role of informations technology, and global competition. The main pedagogical vehicle will be readings and in-depth discussion. Strategic Analysis is intended to improve the student's grounding in the theoretical underpinnings of strategic management and competitive analysis.

Nan S. Langowitz

MD 225 Strategy Development—An Integrative Approach (F, S: 3)

Prerequisite: MD 099 or 222 or consent of instructor

This course, using an interactive computer simulation, focuses on the ongoing development and implementation of a business strategy in a competitive environment. The participants organize themselves into groups to perform the usual managerial activities of situational analysis, long-range forecasting and planning, assigning responsibility for marketing, production, and financial operations, and monitoring company performance and competitive behavior. Ongoing feedback and dealing with consequences of past decisions develops skills in dealing with dynamic problems, using management information and adjusting actions to conform to stated objectives, strategies, and policies. The principal course goal is to develop individual skills, especially the ability to analyze, synthesize, and evaluate performance of individuals and organized groups. John Van Tassel

MD 250 Decision Analysis (F: 3)

Prerequisite: MD 021

Situations in which a decision must be made arise continually in our daily lives, in the organizations in which we work, and in the communities in which we live. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. There have been many approaches to decision making in recent years. These approaches range from that of creating a mathematical model of the decision situation to those based on human and organizational behavior and include all combinations in between. Applications of these approaches has been greatly enhanced by the use of computers. In this course students will develop the skills necessary to formulate courses of action to meet the situation under consideration and to choose between these alternatives after carefully evaluating their effectiveness in achieving the desired objectives. In addition, students will see how decision support systems can assist those concerned with managerial decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, human resource management, accounting, finance, marketing, and operations management. *Jeffrey L. Ringuest*

MD 260 Ethical Issues in Management (F, S: 3)

This course will deal with ethical theory within a management context. The subject matter and the format of the course are designed to 1) stimulate the moral imagination, 2) recognize moral issues, and 3) develop analytical skills and the ability to use them in the moral decision-making process. In keeping with these objectives, our approach will be part lecture and part discussion, with attention to both general theory and concrete cases. Areas to be covered comprise: the American business system, social value systems, individual and organizational behavior, conventional morality and ethical relativism, ethical theories, theories of economic justice, corporate responsibility, the limits of law, self-regulation and government regulation, institutionalizing social responsibility, ethics and the policy process. James Halpin, S.J.

MD 299 Independent Study (F, S: 3)

Prerequisite: Senior standing, consent of department chairperson

The student works under the direction of an individual professor.

By arrangement Walter Klein

MD 300 Junior Honors Seminar (S: 3) The Junior Honors Seminar is intended to develop a broad understanding of the macroenvironmental context of contemporary business problems, a framework for understanding the role of business in society, and the context of strategic decision making. This goal will be accomplished through the study of major works on the historical development of management and management thinking, as well as current social, ethical, and organizational issues that managers face. The linkages among political, economic, and business actors will be studied through a wide ranging set of readings intended to develop a historical sense of the evolution of mangement and organizations as well as an ability to analyze current problems through multiple lenses. Oral and written communication skills will be strongly stressed Sandra A. Waddock throughout the course.

MD 370 Operations Analysis (F: 3)

Prerequisite: MD 250 or consent of instructor This course develops concepts relevant to the management of operations in manufacturing and service industries. Operations refers to the systematic direction and control of the process which transforms inputs such as human resources, capital and raw materials into finished goods or services. The focus here is on the economic and strategic implications of major operating decisions, particularly as they influence competiveness and productivity. Drawing on case studies, the course emphasizes the development of reasonable courses of action based on thorough analyses. Cases will demonstrate the impact of the operations function on corporate and strategic planning, human resources management, accounting, finance, and Samuel B. Graves marketing. Cengiz Haksever

MD 384 Applied Statistics (S: 3)

Prerequisite: Previous exposure to statistics and an ability to use computing facilities

An introduction to the theory and use of linear statistical models particularly as they are

applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite; an acquaintance with linear algebra and the ability to use a computer are desirable. Richard McGowan, S.J. David R. McKenna

MD 390 Small and Family Business Consulting (S: 3)

Prerequisite: Senior standing and satisfactory completion of the S.O.M. Core. Open to members of other branches of the University upon approval of the instructor (typically, such applicants will have had some experience with small business, often in a family firm). This is a course in management strategy. Its purpose is to provide a viable alternative for those students likely to enter small, family, or new businesses rather than "Big Business." It emphasizes a major consulting project selected by the student from a number of firms which have asked the instructor for consulting help. The projects, which are both profit and nonprofit, are typically worked on by small student teams which work closely with the instructor. In the first few weeks of the course, class meetings are held to transpose what has been learned in several functional areas to the needs of the typical small organization and to understand the consulting process. During much of February and March, class meetings are informal and not obligatory. In this period students are working directly with their clients. The instructor is always in the classroom at the appointed hour to help with problems during this period. During April each team presents its findings to the class before preparing their Thomas W. Dunn written reports to the client.

MQ 604 Operations Research (F: 3) Prerequisite: A degree of mathematical literacy including statistics

This course presents the concepts and techniques of optimization with an emphasis on managerial decision making. The majority of topics will be from deterministic methods and include the following: Linear programming, simplex method, sensitivity analysis, duality, goal programming, integer programming, dynamic programming, inventory models, and Markov analysis. A knowledge of basic algebra and statistics is necessary and some familiarity with linear programming and quantitative methods is helpful. Cengiz Haksever Jeffrey L. Ringuest

MQ 605 Simulation Methods (F: 3) or (S:

Prerequisite: A degree of mathematical literacy including statistics

An introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for simulation modeling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

The Department

MQ 606 Forecasting Techniques (F: 3) Prerequisites: Previous exposure to statistics and an ability to use computing facilities The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases.

David R. McKenna

MD 608 Management of Health Care (S: 3) This course introduces the student to a variety of current issues in the health care delivery area. Since the provision of health services is, in essence, the spending of the public's money for the public's good, it is subject to extensive regulation and scrutiny. Consequently, many of the factors which operate in the public domain impinge on the organization and in turn on the management. This course is designed to introduce the student to this reality and the associated problems and issues which stem from it. To accomplish this goal, the course is designed in two modules.

- 1. The environmental context of Health Care Management.
 - (The public policy-making process in health care.)
- 2. The organizational context of Health Care Management.

(The impact of enacted health policy on the organization and the management of health care.)

Thomas Vaughan

MD 611 Cases in Management Science (S:

Prerequisites: A degreee of mathematical literacy and the ability to use computing facilities This course uses the case study method to show how and in what areas management sciences is being used to help solve business problems. A variety of topics and cases will be presented in order to produce students who can, in their careers as managers, recognize possible MS applications, appreciate the advantages and limitations of MS, and understand and intelligently employ MS tools. The areas to be covered comprise: (a) Credit Scoring (Discriminant Analysis) (b) Asset Liability Management (Linear Programming) (c) Inventory Management (Statistics) (d) Short Cases in Probability (e) Modeling in General. Samuel B. Graves Jeffrey L. Ringuest

Organization Studies— **Human Resources** Management

Faculty

Professor William R. Torbert, B.A., Ph.D., Yale University

Associate Professor Jean M. Bartunek, R.S.C.J., A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

Associate Professor James L. Bowditch, A.B., Yale University; A.M., Western Michigan University; Ph.D., Purdue University

Associate Professor Dalmar Fisher, B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Associate Professor Judith Gordon, Chairperson of the Department A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Associate Professor John W. Lewis, III, A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Associate Professor Richard P. Nielsen, B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Associate Professor Frank A. Dubinskas, B.A., Yale University; M.A., Ph.D., Stanford University

Program Description

Human Resources Management is an evolving, applied field within Organizational Behavior that is destined to play a more significant role in organizations in the decade ahead. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the Human Resources field far more important than in the past.

In addition to an understanding of what makes the "people" side of organizations effective or ineffective, the HRM concentration at Boston College gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are destined to be less effective than those with a strong knowledge of human resources management.

Employment Opportunities

Jobs for Human Resources Management concentrators are primarily in the areas of personnel management and industrial relations. They range from entry-level to senior management positions; increasingly, human resources professionals participate in the highest management councils in organizations. There are jobs available in recruiting, human resource planning, employee training, compensation, benefits, organization development, and personnel research. Individuals can work in public or private sector organizations, including large corporations, government agencies, or consult-

Organizations that are unionized (and some that are not) want to have human resources management professionals who are conversant in industrial relations. Collective bargaining, grievance handling, and arbitration and mediation are of major concern to organizations that have union contracts. Other jobs available to students interested in the private sector include manpower forecaster, affirmative action planner, or legal analyst. In the public sector, students can hold jobs such as employment and training administrator, labor market researcher, job development specialist, or manpower analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining processes.

Since many companies and other organizations prefer human resources professionals with experience in the field, internships are available in a variety of companies to provide concentrators with experience in human resources management and as an inroad to job

openings. Recent internships have been available in a radio station, a bank, a large department store, a mutual fund sales organization, and a social service agency. Persons taking advantage of internships in human resources management have had a significant edge once they are in the job market.

The Curriculum

To meet the challenges of the 1990s and beyond, the concentration is completed by taking four courses beyond the required courses in the School of Management Common Body of Knowledge, which includes MB 021, Organizational Behavior. MB 110, Human Resources Management, is the first course in the concentration, and MB 313, Personnel and Organizational Research, is also required. Students must choose at least two electives from a variety of courses.

An Integrated Concentration in Management and Psychology is also available to a few students each year, and may be of special interest to concentrators in OS/HRM. Information regarding this concentration is available from Professor Jean Bartunek.

The Human Resources Management concentration provides a solid academic background in the human resources field. Since employment in the human resources field is sometimes at the entry level and sometimes a result of an internal transfer within an organization, students interested in human resources management should consider the relationship of all professional coursework in the undergraduate curriculum, not just courses in human resources. In addition to the Human Resources Management concentration, some people choose to strengthen their background by pursuing a second School of Management concentration; others focus on carefully selected courses inside or outside management, such as foreign languages, psychology and other social or natural sciences. Still others, expecting to go on to graduate school in management, choose to complement their concentration in Human Resources Management with a broadly based selection of rigorous Arts and Sciences courses. Early consultation with departmental faculty is strongly recommended to students considering HRM as a concentration.

Required of all concentrators:

MB 021	Organizational Behavior or MB 031
	Intensive Organizational Behavior
MB 110	Human Resources Management
	(normally taken in junior year)
MB 313	Personnel and Organizational Re-
	search (normally taken in the fall,
	senior year)
Electives	•

	senior year)
Electiv	ves
MB 116	Industrial Relations
MB 119	Interpersonal Communication in
	Organizations
MB 120	Employment Policy
MB 123	
MB 127	7 Leadership
MB 135	Career and Human Resource Plan-
	ning
MB 299	Independent Study
MB 364	Collective Bargaining
MB 601	
MB 606	6 Consultation in Industrial/Organiza
	tional Psychology

Work and Technology

MB 648

Course Offerings

MB 021 Organizational Behavior (F, S: 3) As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing ability to explain and influence such events. The course deals with a body of concepts which are applicable to institutions of any type; a central thrust of these concepts concerns the ways in which institutions can become more adaptive and effective. The course is designed to help the student understand and influence the human groups and organizations to which he or she currently belongs and with which he or she will become involved in a later career.

Selected in-class situational exercises, cases, readings, and organizational simulations are used to amplify the central concepts in the areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change.

The Department

MB 031 Organizational Behavior-Honors (S: 3)

Effective performance by organizations and their members involves a complex mix of technical, economic, structural, interpersonal and personal phenomena. Through study of the major ideas, analytic frameworks and research findings of the field of organizational behavior, students acquire knowledge of how these factors interact. This knowledge is put to work in numerous diagnoses of real organizational situations contained in case descriptions, observed in field projects, and played out in classroom simulations. Written and oral presentation are emphasized, providing an opportunity to develop skill in stating analytic conclusions and plans of action that are practical, well supported by theory and facts, and convincing. MB 031 fulfills the School of Management core requirement in organizational behavior, and may be counted as an intensive course in the School of Management Honors Program. Dalmar Fisher

MB 110 Human Resources Management (F, S: 3)

Prerequisite: MB 021

This course examines the functions, processes, tools and techniques of human resources management. These will be looked at both as a set of responsibilities shared by managers in general and as the primary functions of a Human Resources Department. Functional areas included are HR planning and staffing, appraisal and development of people at all levels, compensation and benefit systems, labor-management relations, and legal issues.

Various teaching/learning methods will be used including lectures, case discussions, inclass simulations and field projects. Students will gain experience in using a variety of HRM tools and systems.

Judith R. Gordon John W. Lewis, III

MB 116 Industrial Relations (F: 3)

Prerequisite: MB 021

This course provides an introduction to the key elements of the industrial relations system, particularly the interaction between the institutions of labor and management and the economic and public policy factors that impact these institutions. A particular thrust of this course is the focus on the labor organization or

union; as a representative body of workers it can deeply affect the management of human resources in both private and public sector organizations as regards the determination of wages, hours, rules, and working conditions. A second thrust of the course will be the process of negotiation between labor and management, although the principles and strategies introduced will help the student in understanding and managing conflict among other partiesbe they occupants/landlords, buyers/sellers, even husbands/wives or (closer to home) students/teachers. A principal learning method to be employed in the course will be the utilization of case assignments. Cases will be discussed in class and will also be the subject of role-playing simulations. Joseph A. Raelin

MB 119 Interpersonal Communication in Organizations (F: 3)

Managerial action takes place in one-to-one and small group situations. This course will aim to increase students' personal and conceptual understanding of factors most relevant to managers in task-oriented communication settings. Topics will include interpersonal relationships, uses and misuses of language, group process diagnosis, nonverbal communication and helping/counseling. Lectures, readings and case discussions will be combined with in-class exercises where major learning material will be generated by participants themselves.

Dalmar Fisher

MB 123 The Management of Conflict and Power (F: 3)

This course provides students with an awareness of organizational conflict, power, and negotiation, especially as these processes arise during the course of decision-making. Topics discussed include causes and processes of organizational conflict, methods of dispute resolution, machiavellianism, different power strategies and their effects, and coalition formation. The course focuses on strategies of ethical and effective conflict management and power distribution.

Jean Bartunek

MB 127 Leadership (S: 3) Prerequisite: MB 021 (or MB 031)

This course is designed to acquaint the undergraduate student with the work of first level supervisors and managers within varied organizational settings, viewed from the perspective of the incumbent in such roles. To augment in-class learning, each student will undertake a longitudinal study of a manager in action which he or she will arrange for individually. Contemporary theories and empirical research on the practice of leadership will be examined and their implications explored. In-depth case studies of recognized leaders will be examined in the light of theory and research findings.

The student's own leadership and interpersonal styles will be assessed utilizing instruments of various kinds. Situations will be created within the class to gauge the feel and impact of particular styles in action. Emphasis will be on behavioral strategies which lead toward either effective or ineffective leader performance.

John W. Lewis III

MB 135 Career and Human Resource Planning

This course provides an overview of career-life planning and career development issues within the broader, macro framework of human resource planning. It has two components. The first part is designed as a workshop experience to aid students in acquiring and perfecting career planning skills. The course emphasizes four areas here: 1) self-assessment of needs, interests, abilities, skills and experiences, 2) evaluation of the potential job market, 3) development of job search skills, and 4) assessment of other influences on career development. The second part of the course considers the issues of career and life planning, more from an organizational than from an individual perspective. The framework presented considers how an organizational employee can meet his or her career needs while actively contributing to the accomplishment of organizational goals. Course materials will be presented using a variety of methods; lecture, discussion, case analysis, and hands-on experience with career planning and human resource problems.

Offered 1989-90.

James L. Bowditch

MB 299 Independent Study (F, S: 3) Prerequisite: Senior standing. The student works under the direction of an individual professor, with whom s/he has make specific advance arrangements. By arrangement. The Department

MB 313 Personnel and Organizational Research (F: 3)

Prerequisites: MB 021 (or MB 031) and MB 110 This course introduces students to research methods used in human resources management, organizational behavior, and organization development. It focuses on ways research can form an integral part of the organizational or human resources change project, as well as on research methodologies appropriate for evaluating such projects. Practice in conducting research in organizational settings is provided. Jean Bartunek

MB 606 Consultation in Industrial/

Organizational Psychology (F: 3)
Prerequisites: MB 021 (or MB 031) and MB 110 or an undergraduate course in psychology, at least an undergraduate course in statistics, or consent of the instructor. For graduate students, this course would normally follow MB

Consultation in I/O Psychology takes the prospective manager or consultant through a detailed coverage of current issues related to the fields of Human Resources and Personnel Psychology. With the increasing costs associated with labor intensive industries, managers and consultants should know how to predict success on the job through psychological testing, or other predictors; how to develop effective performance appraisals, and how to conduct organizational training and career and succession planning. In an era of ever-increasing cost consciousness, consultants and managers should have the tools to tell how much selection, training and other human resources activities cost the organization, and what the utility is for particular human resources programs. Students will analyze live test data to see if they actually predict success on the job; they will develop training programs; and they will study procedures for determining the cost effectiveness of selection and training procedures. James L. Bowditch

MB 648 The Management of Technology (S:3)

Prerequisite: MB 021 (or MB 031) or permission of the instructor.

Work is a central human activity. Yet, the fac-

tors which structure the work process—how we work, with whom and why-are quite often hidden from view. Some would argue that technology, which springs forth from basic scientific advance, ultimately guides and determines the way work, and the people who do it, are organized. Others see technology (and, thus, systems for organizing work) as being derived from some other source: most particularly the machinations of competing social and economic purposes. Our goal in this class will be to understand and evaluate the conflict in perspectives and to compare their outcomes in the practice of workplace design.

Frank Dubinskas

Other courses offered by the Department, but not offered during the 1988-89 academic year, include the following:

MB 120 Employment Policy

MB 364 Collective Bargaining

MB 601 **Comparative Industrial Relations**



School of Nursing

Founded in 1947, the Boston College School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state examination for licensure as a registered

The program of study is approved by the Massachusetts Board of Registration in Nursing and accredited by the National League for

Requirements for the Degree

The School of Nursing requires 121 credits for graduation. There are three components to the curriculum: liberal arts and science courses shared by all students in the University; the nursing major courses; and electives. Included among the courses are the required University Core Curriculum.

- 2 Humanities (English)
- 2 European History
- 2 Theology (including Health Care Ethics)
- 2 Philosophy
- 2 Natural Sciences (Anatomy and Physiology I and II)
- 2 Social Sciences (Sociology and Abnormal Psy-

History, Philosophy, and English courses should be completed before beginning nursing courses. Sociology is taken prior to enrollment in NU 131. An abnormal psychology course is a prerequisite to enrolling in NU 209. Fifteen credits of electives may be taken from among the wide variety of University course offerings.

Courses in the nursing major are offered in five semesters of the curriculum. Faculty of the School of Nursing guide student learning in campus laboratories and in clinical settings. Theory and clinical courses are provided in the care of children, adults, and the elderly in both wellness and illness situations. The nursing major courses incorporate the framework of preventive intervention: primary, secondary, and tertiary prevention of health problems. The framework is utilized in caring for individuals and groups at all developmental levels. The graduate is prepared as a generalist to practice in all health care settings.

Curriculum Plan*

Core

Freshman Year	
Semester I	Credits
NU 00I-Introduction to Professional Nu	irsing l
CH 131, 133-Contemporary Chemistry	I 4
BI I30, 131-Anatomy & Physiology I	4
Core	3
Core	3
Semester II	
CH 132, 134-Contemporary Chemistry	II 4
BI 132, 133-Anatomy & Physiology II	4
Core	3
Core	3
Core	3
Sophomore Year	
Semester I	Credits
BI 220, 221–Microbiology	3
Core	3

Core	3	
Core	3	
Semester II		
NU 072-Scope of Human Development	3	
NU 080-Pathophysiology	3	
NU 214-Introduction to Nursing Research	3	
Elective	3 3 3	
Elective	3	
Junion Voor		
Junior Year Semester I Cr.	edits	
	eaus 4	
NU 131-Primary Preventive Intervention	5	
NU 135-Nursing Methodology	5	
NU 201–Secondary Preventive	C	
Intervention I	6	
Semester II		
NU 202–Secondary Preventive	J	
Intervention II	5	
NU 203-Secondary Preventive	_	
Intervention III	5	
NU 205-Pharmacotherapeutics	2 3	
Elective	3	
Senior Year		
Semester I Cra	edits	
NU 208-Secondary Preventive		
Intervention IV	6	
NU 207-Perspectives on Professional		
Nursing	3	
Theology Core: TH 295-Christian Ethics		
for Health Care Professions	3	
Elective	3	
Semester II	Ü	
NU 209-Secondary Preventive Intervention	V	
The good decondary free entire meet tention	5	
NU 220-Tertiary Preventive Intervention	6	
Elective	3	
*The School of Nursing reserves the right to		

alter any program or policy outlined in this Bulletin.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practice or group practice with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College School of Nursing practice in all of the above situations. Some are researchers in clinical settings; some serve on faculties of schools of nursing or as administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into master's degree programs in nursing.

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and health agencies in the metropolitan Boston area. These resources include:

Arbour Hospital, Belmont-Watertown Community Health Association, Beth Israel Hospital, Brigham and Women's Hospital, Cambridge Hospital, Children's Hospital, Choate-Symmes Health Service, Inc., Glover Memorial Hospital, Kennedy Memorial Hospital, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, and oth-

Transfers into the School of Nursing

Students applying for transfer into the School of Nursing are accepted for courses beginning in September and January. All transfer applicants must comply with the application procedures described below.

Internal Transfer

Boston College students presently enrolled in the College of Arts and Sciences, School of Management, and School of Education may apply for internal transfer. The application may be obtained from the Associate Dean of the Undergraduate Program in Nursing. Students transferring from other Boston College schools must have a record free of academic deficiencies and show the academic potential for successfully completing the required nursing curriculum.

College Credit

Candidates possessing a Bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Lyons Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior course-

Registered Nurses

Graduates of, or students in the final year of, diploma or associate degree-granting, stateapproved nursing programs should apply through the regular admissions process described above. In addition to the above requirements, the student should submit the official transcript from his or her school of nursing. Application deadlines are: May 15 for September admission and November 15 for January admission.

After admission, exemption examinations are available for the sciences and selected nursing courses. Specific information regarding exemption examinations is available from the R.N. Advisor in the School of Nursing.

Before clinical practice begins, the student must submit evidence of a current Massachusetts R.N. license and personal liability insurance. Complete information on either full- or part-time enrollment is available in the brochure A Guide for the Registered Nurse, which is available from the School of Nursing.

Academic Regulations

Students must maintain a cumulative average of at least 1.5 in nursing courses, and an overall cumulative average of 1.5, in order to remain in the School of Nursing. A student whose overall or nursing average falls below 1.5 is placed on academic warning, and will be notified by the Associate Dean of the Undergraduate Program. A student may repeat a nursing course once, at which time the student must achieve the minimum acceptable grade as stated above. A student who is on academic warning must achieve an overall and a nursing

average of at least 1.5 the following semester in order to remain in the School of Nursing. Nursing theory and clinical are closely related; therefore, if a student fails either, both must be repeated simultaneously.

Students are required to pass at least the equivalent of 8 courses by the end of the first year, the equivalent of 18 courses by the end of the second year, and the equivalent of 28 courses by the end of the third year. To remain registered in the School of Nursing, continuous registration in the designated nursing curriculum plan is required.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Normal Semester Program

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually fifteen credits are carried each semester.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

Students are expected to attend classes regularly. Absences from class or clinical laboratory will be evaluated by faculty.

If a student is late to or absent from clinical laboratory, the student is required to notify the instructor and/or the clinical agency. An absence because of illness may require a statement from a physician before the student returns to clinical courses. In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean for Student Development and the Dean of the School of Nursing so that academic and other necessary arrangements can be made.

Academic Integrity

Nursing students are expected to maintain high standards of integrity in both the academic and clinical settings. Students who misrepresent their work in papers, examinations, or clinical experience, as a minimum, will receive no credit for the course requirement involved. In addition, a written statement of the incident will be placed in their file, and they will be subject to dismissal from the School of Nursing.

Extracurricular Activities

Nursing students are encouraged to participate in University activities. Many nursing students participate in the PULSE Program, Junior Year Abroad, and the Faith, Peace and Justice Program.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Academic Programs

Baccalaureate to Master's Articulation Plan

Registered nurses in the baccalaureate program have the opportunity to begin master's level course work while completing requirements for the baccalaureate degree. This opportunity is available to selected R.N.s who have six credits or less of undergraduate course work to complete and who have been accepted into the graduate program. More information on this articulation plan is available from the R.N. Advisor or the Associate Dean of the Undergraduate Program.

Other Regulations

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Associate Dean of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant appeal procedures.

Health Requirements

All undergraduate students in the School of Nursing are required to have a complete physical examination, including tine test and/or chest x-ray and rubella titre prior to August 15 of the year in which they are admitted. Also, evidence of screening for tuberculosis must be submitted by August 15 of **each** academic year, to the Director of Health Services. Additional physical examinations and/or other health data may be required by the School of Nursing. The School of Nursing strongly recommends that all students receive immunization against Hepatitis B.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Fees

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition, nursing students have the following expenses:

Annual Liability Insurance \$20.00 (payable Fall Semester of junior and senior years and Spring Semester for sophomores enrolled in Primary Preventive Intervention) Standardized Examination Fees 35.00

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and the surrounding area. Students are responsible for providing for their own transportation to and from those facilities.

Faculty

Professor Laurel A. Eisenhauer, B.S., Boston College; M.S., University of Pennsylvania; Ph.D., Boston College

Professor Miriam-Gayle Wardle, B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Associate Professor Sarah Cimino, B.S.N., University of California, Los Angeles; M.S., Boston College

Associate Professor Mary Ellen Doona, B.S., M.S., Boston College; Ed. D., Boston University

Associate Professor Joyce Dwyer, B.S., M.S., Boston College; M.P.H., Harvard University

Associate Professor Nancy Fairchild, B.S., Boston University; M.S., University of Rochester

Associate Professor Nancy J. Gaspard, B.S., Boston University; M.Ed., University of Florida; M.P.H., Dr. P.H., University of California, Los Angeles

Associate Professor Lois Haggerty, B.S., Simmons College; M.S., Boston College

Associate Professor Patricia B. Harrington, B.S., University of Massachusetts; M.Ed., Boston University

Associate Professor Loretta P. Higgins, B.S., M.S., Ed.D., Boston College

Associate Professor Bernadette P. Hungler, A.M., Northeastern University; B.S.N., Georgetown University; M.A., Ph.D., Boston College

Associate Professor Rosemary Krawczyk, B.S.N., College of St. Catherine; M.S.,Ph.D., Boston College

Associate Professor Ronna Krozy, B.S., M.S., Ed.D., Boston College

Associate Professor Sandra Mott, B.S., Wheaton College; M.S., Boston College

Associate Professor Rita Olivieri, B.S., M.S., Ph.D., Boston College

Associate Professor Jean A. O'Neil, B.S., M.S., Ed.D., Boston College

Associate Professor Frances Ouellette, B.S.N., Salem State College; M.S., Ph.D., Boston College

Associate Professor Rachel E. Spector, B.S., M.S., Boston College; Ph.D., University of Texas, Austin

Assistant Professor Jane E. Ashley, B.S., California State University at Chico; M.S., Boston College

Assistant Professor Eileen Donnelly, B.S., Boston College; M.S.N.E., Wayne State University; Ph.D., Case Western Reserve

Assistant Professor Marion B. Francis, B.S., University of Rochester; M.A., M.Ed., Ed.D., Teachers College, Columbia

Assistant Professor Margaret Hamilton, B.S., M.S., Boston College; D.NSc., Boston University

Assistant Professor Helene J. Krouse, B.S., State University of New York Downstate Medical Center; M.S., University of Rochester; Ph.D., Boston College

Assistant Professor Ellen Mahoney, B.S.N., Georgetown University; M.S.N., University of Pennsylvania; Dn.Sc., University of California, San Francisco

Assistant Professor Cathy Malek, B.S.N., University of Wisconsin; M.S., Boston College Adjunct Instructor Michelle Mendes, B.S., Simmons College; M.S., Boston University

Adjunct Instructor Judy Pirolli, B.S., M.S., Boston College

Adjunct Instructor Jennie Stone, B.S.N., Hunter College; M.S., Boston University

Adjunct Instructor Kathleen Walsh, B.S., M.S., Boston College

Adjunct Instructor W. Jean Weyman, B.S., M.S., Indiana University

Teaching and Resource Personnel for Undergraduate Program

Elissa Matloff, Lecturer, B.S., University of Massachusetts; M.S., Boston College

Robin Young Wood, Lecturer, B.S.N., University of Michigan; M.S.N., Ed.D., Boston University

Continuing Education Program

Jane Hanron, Instructor, B.S., Vanderbilt University; M.Ed., Northeastern University

Course Offerings

NU 001 Introduction to Professional Nursing (F: 1)

This is a seminar introducing the profession of nursing by exploring its roots and relationship to the liberal arts and sciences.

NU 072 Scope of Human Development

Prerequisites: BI 130, 131, 132, 133; CH 131, 133, 132, 134

This course provides an overview of the theoretical and empirical approaches to the study of human growth and development throughout the life span. Physical, cognitive, language, and social development are studied and interrelated. The course focuses on the individual within the family setting. Major theories of human physical, cognitive, language, and social development are studied via reading, films, discussion, and reported experiential assignments. Methods of observation and evaluation of behavior, critical analysis, and evaluation of theory use are stressed.

NU 080 Pathophysiology (F, S: 3) Prerequisites: BI 130, 131, 132, 133; CH 131, 133, 132, 134

This course presents an integrated approach to human disease processes. It deals with underlying concepts of physiological function and the symptoms of dysfunction which indicate alterations in the controlling mechanisms of the body. The course is designed to impart knowledge of the basic processes of pathogenesis and their interrelationships. The concepts present disease as a dynamic state resulting from a number of causative factors.

NU 131 Primary Preventive Intervention (F, S: 4)

Prerequisite: NU 072, 080, 214; sociology Core; all required sciences

This course introduces nursing at that level of health promotion which focuses on the maintenance of optimal functioning of individuals. Emphasis will be on the knowledge and skills needed to discriminate health from illness, to recognize those behaviors indicative of potential illness, and to collaborate in assisting the client to maintain optimal health.

To be taken concurrently with NU 135 and NU 201.

NU 135 Nursing Methodology (F, S: 5) Prerequisites: NU 072, 080, 214; sociology Core;

Prerequisites: NU 072, 080, 214; sociology Core all required sciences.

This course introduces the nursing process. Emphasis is on the assessment phase including the nursing health history and physical assessment of the well client. Basic nursing interventions are also introduced. Includes a weekly two-hour campus laboratory.

To be taken concurrently with NU 131 and NU 201.

NU 201 Secondary Preventive Intervention I (F, S: 6)

Prerequisites: NU 072, 080, 214; sociology Core; all required sciences.

This course introduces nursing at the level of health promotion which focuses on the restoration of health and limitation of disability with adult clients experiencing a moderate degree of illness. Through the utilization of the nursing process the client's adaptation to the stress of illness is facilitated.

To be taken concurrently with NU 131 and NU 135.

NU 202 Secondary Preventive Intervention II (F, S: 5)

Prerequisites: NU 131, 135, 201

This course introduces the study of principles of Secondary Preventive Intervention in caring for clients and families during the childbearing cycle, and the care of the newborn.

To be taken concurrently with NU 203 and NU 205.

NU 203 Secondary Preventive Intervention III (F, S: 5)

Prerequisites: NU 131, 135, 201

This course focuses on the principles of Secondary Preventive Intervention in caring for children with acute illness, and their families. To be taken concurrently with NU 202 and NU 205.

NU 205 Pharmacotherapeutics (F, S: 2)

Prerequisites: NU 131, 135, 201

This course studies the principles of pharmacodynamics and drug therapy as related to the role of the professional nurse.

To be taken concurrently with NU 202 and NU 203.

NU 207 Perspectives on Professional Nursing (F, S: 3)

Prerequisites: NU 202, 203

This course will provide the opportunity to integrate previous and concurrent knowledge about nursing care, nursing as a profession, the health care system, society's needs and approaches to effective change. Past and current issues are considered as a basis for projecting the future. This course will also focus on the transition from the student to the practitioner role and legal and clinical aspects of the nurse's role.

NU 208 Secondary Preventive Intervention IV (F, S: 6)

Prerequisites: NU 202, 203, 205

This course studies the principles of Secondary Preventive Intervention involved in caring for clients adapting to stresses of acute illness.

NU 209 Secondary Preventive Intervention V (F, S: 5)

Prerequisites: NU 207, 208; TH 295; Abnormal Psychology

This course studies the principles of Secondary Preventive Intervention involved in the care of clients experiencing the stresses of mental illness.

NU 212 Secondary Preventive Intervention—R.N. Advanced Placement (F. S: 6)

Prerequisites: NU 131, 135, 201, and successful completion of required placement examinations

This course builds upon the R.N. student's competencies in acute care which have been validated through placement examinations. Theory and clinical experiences focus on caring for adult clients in adapting to acute illness.

To be taken concurrently with NU 205 and NU 207.

NU 214 Introduction to Nursing Research (F, S: 3)

This course provides an introduction to the basic principles of research theory and methodology, with the goal of more clearly understanding the research process. A computer laboratory experience and research exercises are utilized.

NU 220 Tertiary Preventive Intervention (F. S: 6)

Prerequisites: NU 207, 208 or 212; TH 295 This course emphasizes nursing at that level of health promotion which assists clients in the maintenance of optimal health within their system of limitation. Focus is on clients with complex, chronic health problems or limitations in both institutional and community settings.

NU 290 Sports Injuries: Prevention and Management (F, S: 3)

This course focuses on the prevention, identification, and management of common sports-related injuries, based on applied scientific principles from a broad range of disciplines, including orthopedics, nutrition, physical and biological sciences. Assessment criteria for the evaluation of an athletic injury and the rationale for the various therapeutic modalities involved in the care and rehabilitation of the athlete will be included. Emergency first aid, current health issues, myths, and ethical controversies in regard to athletic participation and sportsmanship will be considered. No college science prerequisite required.

Jennie Ann Stone

NU 299 Directed Independent Study (F, S: 3)

Prerequisites: Senior nursing student with GPA of 3.0 or above in nursing courses.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities might include: a) library or agency based study; b) development/implementation of a teaching model; c) study of a nursing concept; d) study of a particular interest.

Students planning to enroll in Directed Independent Study should obtain guidelines from their faculty advisors.

Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will be conducted.

NU 301 Culture and Health Care (S: 3)

This course brings the upper-division undergraduate student into a direct interface between the American Health Care Delivery System and Health Care Consumers of diverse socio-cultural backgrounds.

Topics covered include lectures and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care, such as poverty and the right to health care.

Rachel E. Spector

NU 310 Modern Nutrition: Issues and Education (F, S: 3)

This course provides an introduction to the principles of nutrition. No college science prerequisite is required; biology and chemistry are included as a basis for nutrition concepts.

Selected nutrition issues are used to illustrate nutrition principles; techniques of nutrition education are also included. *Patricia Harrington*

NU 312 Geriatric Nursing (S: 3)

Prerequisites: NU 208 or discretion of the professor

This course focuses on gerontological and geriatric nursing issues and is designed to expand theoretical knowledge base in the normal biological changes and health problems of the elderly which require adaptive measures. Various biological, sociological and psychological theories of aging are explored as well as service systems and legislative issues impacting older individuals.

The Department

NU 314 Wellness Lifestyle (F, S: 3)

The course will focus on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors which encourage self-care and alternative treatment models will be addressed. Activities to improve and maintain student health status, including health care agencies and other resources in the community which contribute to the student's health status will be explored.

Rosemary Krawczyk
Nancy McCarthy

NU 316 Contemporary Medications (F, S: 3)

Provides the opportunity to learn drug development and control, pharmacodynamics, and legal and ethical issues related to drug use. Selected classifications of drugs discussed, based on needs and interests. Emphasis placed on developing and understanding of the effects of drugs by non-health care professionals such as teachers, social workers, and managers. Not open to nursing students for degree credit.

Laurel Eisenhauer





Evening College

Evening College of Arts and Sciences and Business Administration

Education for Individuals

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through higher education. Whether a person's goal is a degree or simply to take a stimulating course or two, the Evening College provides an opportunity for each individual to pursue personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy people who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The Evening College offers the curricular resources, the flexibility and the understanding to respond to these individual intellectual characteristics and needs.

Degree Students

Degree applicants must complete a Boston College Evening College application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the Evening College.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The over-all quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP — the College Level Examination Program — used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston college and which merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

Special Students

Candidates interested in taking evening courses for academic credit, but not registering for a degree may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the Evening College to pursue special interests or to prepare themselves for professional advancement. Experiencing courses well taught, some become degree candidates.

Evening Courses

The Evening College curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per week is three; authorization for one additional course will be given only if a student has completed three courses, each with a grade of B- or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week.

Day Courses

Through registration in the Evening College, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a member of the Evening College Staff.

Programs of Study

The curriculum of the Evening College provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objective. The programs provide elective specializations in Business, Information Processing, the Humanities, and the Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C-. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background all programs require the completion of specific core courses in the following areas:

Humanities (7 courses)
Introductory College Writing, Literary Works,
English elective, Problems of Philosophy and
Philosophy elective; and two Theology elec-

Social Sciences (5 courses)

Two history courses and three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

Natural Sciences (2 courses)
Two courses in Mathematics or Science.

Information and Office Location

The Evening College has willing and experienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 314, Boston College, Chestnut Hill, Massachusetts 02167.

Summer Session

The outstanding characteristic of the Boston College Summer Session is the opportunity it provides both undergraduate and graduate students to enroll in core courses and electives; short-term workshops and institutes; and the special programs of current value and relevance not offered by Boston College at any other time of the year.

Although the Summer Session does not grant degrees, students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period there are also intensive three-week courses. Some of the three-week courses enable students to take two sequential semesters of a subject. Students may register for either section or both according to individual need.

Boston College undergraduates who, by failure, withdrawal, or underload, lack the number of courses required for his/her status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registering for it. Students may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments making their arrangements directly with the Summer Housing Office; others find it more convenient to commute. Both cafeteria service and a resident meal plan are available.

The parking permit issued to Boston College undergraduates during the regular academic year remains valid for the Summer Session. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about the courses and special programs offered obtain a Summer Session catalog, published in March.

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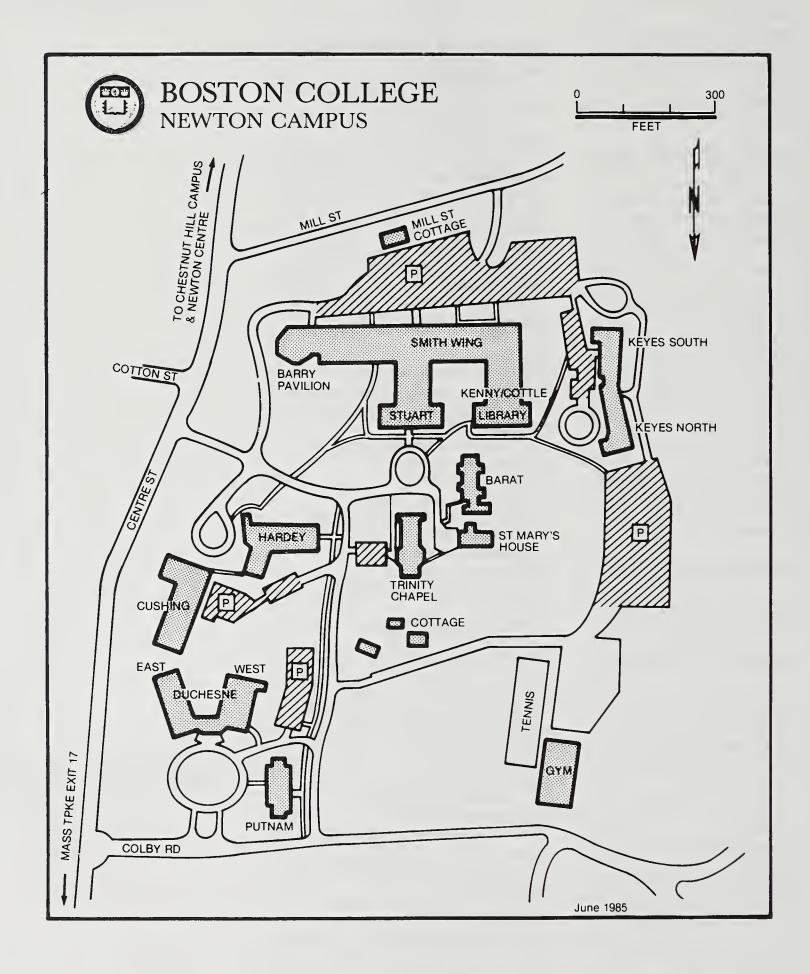
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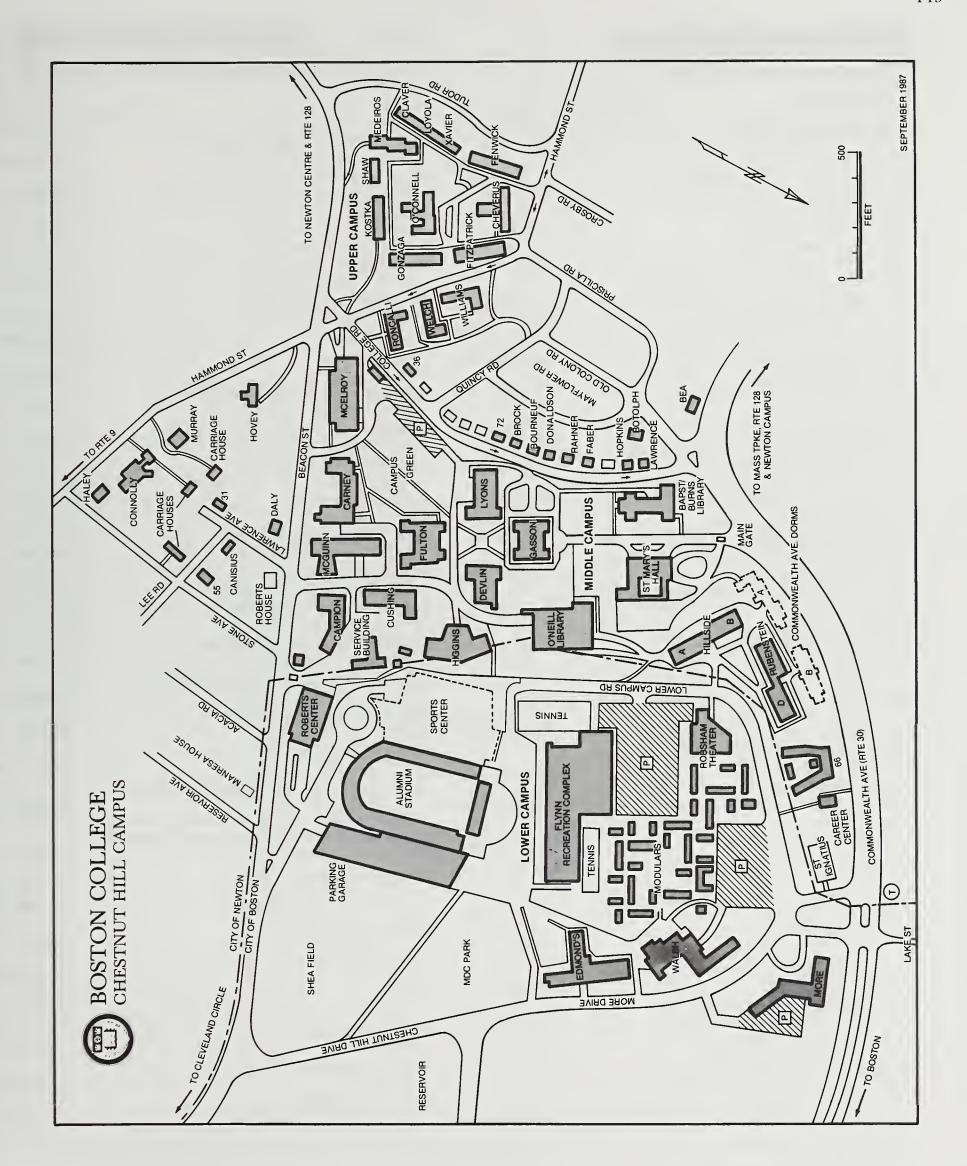
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Campus Maps





		Housing Robert Capalbo, Director Rubenstein			
Directory and Office		Instructional Leadership and Administration Program			
Directory and Office Locations		Vincent Nuccio, <i>Director</i> McGuinn 603			
		Law School Daniel Coquillette, Dean Stuart M309			
Accounting Department Ron Pawliczek, Chairperson	Fulton 400	Law Department (Business Law) Alfred Sutherland, Chairperson Fulton 403			
Admissions Undergraduate: Charles Nolan, Director Graduate: Department Chairpersons	Lyons 120	Library Reference Department John C. Stalker, Chief Reference Librarian O'Neill Library			
AHANA Donald Brown, Director	72 College Road	Management John Neuhauser, Dean Fulton 405			
American Studies James Wallace, Director	Hovey House	James Waters, Graduate Associate Dean Fulton 219			
Arts and Sciences		Marketing Department Cynthia Frey, Chairperson Fulton 301E			
J. Robert Barth, <i>Dean</i> Marie McHugh, <i>Associ</i> ate <i>Dean</i>	Gasson 103 Gasson 104	Mathematics Department Robert Bond, Chairperson Carney 317			
John Burns, Associate Dean	Gasson 109	Music Program St. Mary's House, Newton			
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R. Douglas Powers, Chairperson Career Center	Higgins 321	Operations and Strategic Management Walter Klein, Chairperson Fulton 214			
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Christopher Eykman, Chairperson Graduate Arts and Sciences	Carney 325	University Librarian Mary Cronin O'Neill Library			
Donald White, Dean McGuinn 221A James M. O'Neill, Assistant Dean for Administration	McGuinn 221C	University Registrar Louise Lonabocker, Registrar Lyons 101			
History Department Paul Spagnoli, <i>Chairperson</i>	Carney 116				
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Arts and Sciences: Joseph Appleyard, S.J. Management: Eugene Bronstein	Gasson 111 Fulton 100				

Academic Calendar 1988-89

First Semester		Second Se	Second Semester			
September 3	Saturday o	Freshman and Transfer Orientation	January 16	to	Monday	Freshman and Transfer Orientation
September 6	Tuesday		January 17		Tuesday	
September 6	Tuesday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit.	January 17		Tuesday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit.
September 7	Wednesday	Classes begin Faculty Convocation	January 18		Wednesday	Classes begin
September 7	r 7 Wednesday	Drop/Add period for	January 18	to	Wednesday	Drop/Add period for undergraduates
to	o ´	undergraduates	January 24		Tuesday	
September 13	Tuesday		January 24		Tuesday	Last date for students in Graduate School of Management to register
September 14	Wednesday	Last date for students in Graduate School of Management to register				
September 14 Wed	Wednesday	Registration for graduate	January 25	to	Wednesday	Registration for graduate students in Arts and Sciences and Social Work
to	·	students in Arts and Sciences	January 31	10	Tuesday	
September 20 October 10	Tuesday Monday	and Social Work Columbus Day—no classes	February 20		Monday	Washington's Birthday—no classes
November 8	Tuesday	Last date for undergraduates to file change-of-major forms	February 21		Tuesday	Last date for graduate students to sign up for May graduation
November 9	Wednesday	Undergraduate registration	February 27		Monday	Spring Vacation
November 29	Tuesday	period for Spring 1989 courses	March 3	to	Friday	
November 11	Friday	Veterans Day—no classes	March 24		Friday	Easter Recess
November 23	Wednesday	Thanksgiving holidays	March 27	to	Monday	
to November 25	Friday		April 3		Monday	Last date for undergraduates to
November 28	Monday	Last date for official withdrawal			·	file change-of-major forms
,	from a course or from the University. Last date for	April 4	to	Tuesday	Undergraduate registration period for Fall 1989 courses	
		graduate students to sign up for January graduation	April 14		Friday	•
December 12	Monday	, ,	April 10		Monday	Last date for official withdrawal
to		Study days—no classes for undergraduates (graduate				from a course or from the University
December 13	mber 13 Tuesday course	courses may meet)	April 17		Monday	Patriot's Day—no classes
December 15	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for January graduation	April 20		Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
December 14	Wednesday	Final examinations	May 2		Tuesday	Study days—no classes for undergraduates (graduate courses may meet)
	Wednesday		May 3	to	Wednesday	
			May 4		Thursday	Final examinations
			May 11	to	Thursday	
			May 22		Monday	Commencement

The fall and spring semester dates for Law School Confirmation of Registration have not yet been established. For these dates, please refer to the Academic Calendar published by the Office of the Vice President for Student Affairs in August, 1988.

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